



St Paul's Reading Progression Statements

English Intent Statement:

At St Paul's CE Primary school we will "Start children off on the way they should go..." by enabling children to:

- be confident when speaking and listening, with their peers and with adults
- develop a love of reading, both for information and enjoyment
- be able to write confidently for different purposes and audiences
- acquire high levels of knowledge and skills in English, enabling them to be well-equipped for the next stage of their education.

Reading Progression

Pupils in **EYFS** and **year 1** should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Language and vocabulary should be explicitly explored and enjoyed, not only through stories but through songs and rhymes used regularly as part of the school day.

During **year 2**, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

As their decoding skills become increasingly secure, teaching in **years 3 and 4** should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

By the beginning of **year 5**, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

By the end of **year 6**, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme (RWI Fresh Start) so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text types to be exposed to throughout the year	Fiction Traditional tales Stories with familiar settings Stories and poems with repetition Stories by the same author Patterns and rhymes Non-fiction Captions Reports / information books linked to subjects they are studying Instructions Recounts	Fiction Traditional tales Stories with familiar settings Stories and poems with repetition Patterns and rhymes Non-fiction Captions Reports / information books linked to subjects they are studying Instructions Recounts	Fiction Range of stories – picture books and longer novels in chapters Poems – contemporary and classic Plays Fairy stories / traditional tales Non-fiction Reports Instructions Recounts	Fiction Wide range of fiction, including longer narratives and whole books not just extracts Myths and Legends eg. Beowulf Poetry Play scripts Non-fiction Reports Explanation Texts eg. reference books or text books Persuasion Texts eg. adverts Recounts eg. diaries Instructions	Fiction Myths and Legends eg. Robin Hood Longer narratives Poetry Play scripts Non-fiction Reports Explanation Texts linked to other curriculum subjects eg. science Persuasion Texts Recounts eg. diaries Instructions	Fiction Myths, Legends and traditional stories eg. Greek Poetry (variety of forms) Play scripts Historical fiction Modern fiction Fiction from our literary heritage Books from other cultures and traditions Non-fiction Reports Explanation Texts Persuasion Texts Recounts eg. biographies and autobiographies Instructions Discussions / Balanced arguments Newspaper reports	Fiction Continue to build on year 5 content Books written by the same author Variety of books / poetry based on the same theme to enable comparison and contrast Non-fiction Reports Explanation Texts Persuasion Texts eg. a speech or letter Recounts eg. biographies and autobiographies Instructions Discussions / Balanced argument

Reading: Decode

EYFS:

- say a sound for each letter in the alphabet.
- read at least 10 digraphs.
- read words consistent with their phonic knowledge by sound-blending.
- read aloud simple sentences and books that are consistent with their phonic knowledge.
- read some common exception words.

Year 1:

- match all 40+ graphemes to their phonemes.
- blend sounds in unfamiliar words.
- divide words into syllables.
- read common exception words.
- read words with contractions and understand that the apostrophe represents the missing letters.
- read phonetically decodable words.
- read words that end with 's, -ing, -ed, -est -er
- read words of more than one syllable that contain taught GPCs.
- read many words quickly and accurately without overt sounding out and blending.

Year 4:

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Year 3:

- apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

Year 2:

- read **most** words quickly and accurately when I have read them before without sounding out and blending.
- sound out **most** unfamiliar words accurately without undue hesitation.
- recognise and read alternative sounds for graphemes.
- read accurately words of two or more syllables that contain the same GPCs.
- read words with common suffixes.
- read **most** common exception words.

Year 5:

- apply knowledge of a wider range of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- use my combined knowledge of phonemes and word derivations to pronounce words correctly
- re-read and read ahead to check for meaning.
- read fluently, using punctuation to inform meaning.

Year 6:

- apply knowledge of a wider range of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- read further exception words, noting the unusual correspondences between spelling and sound.
- attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- use my combined knowledge of phonemes and word derivations to pronounce words correctly
- re-read and read ahead to check for meaning.
- read fluently, using punctuation to inform meaning.

Year 7 (from main feeder school):

- read a wide range of fiction and non-fiction, in particular whole books, independently.
- checking their understanding to make sure what they have read makes sense.

Reading: Vocabulary

EYFS:

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Year 1:

- recognise and join in with repetitive phrases in stories and poems.
- discuss the title and how it relates to events in the story. E.g. Peace at Last by Jill Murphy
- find out the meaning of new words by discussing them with my teacher.
- make links between new words and words I already know. E.g. terror/terrorised

Year 4:

- identify where a writer has used precise word choices for effect to impact on the reader.
- identify where a writer has used precise word choices for effect to impact on the reader.
- identify and talk about why **some** simple figurative language has been used. E.g. similes/ metaphors/ personification.

Year 3:

- use a dictionary to look up the meaning of an unfamiliar word I come across when I am reading.
- identify and discuss **words** the author has used to capture the reader's interest and imagination.
- identify and discuss **phrases** the author has used to capture the reader's interest and imagination.
- explain the meaning of some key vocabulary within the context of the text.

Year 2:

- identify and discuss **some** new and interesting words I find when I am reading.
- explain the meaning of an unfamiliar word by using the context.
- find out the meaning of a new word by asking an adult or using a dictionary (with support).

Year 5

- identify grammatical features used by the writer and can explain how they impact on the reader. Eg. Rhetorical questions, varied sentence lengths, varied sentence starters, empty words.
- identify and comment on the writer's use of language for effect, including figurative language. E.g. *precisely chosen adjectives, similes and personification*

Year 6:

- find and copy words and phrases (from a range of text types) that have specific meanings/purposes. E.g. *Find and copy a phrase* that shows the character is feeling jealous. *Find and copy a word* that suggests the trip was disorganised.
- identify, discuss and evaluate how writers use language for effect (including figurative language) across a wide range of genres and text types.

Year 7 (from main feeder school):

- understand increasingly challenging texts through learning new vocabulary, linking it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
- know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.

Reading: Infer or Predict

EYFS:

- anticipate, where appropriate, key events in stories.

Year 1:

- use what I already know to understand (age appropriate) texts.
- answer questions and make **some** basic inferences about a *familiar book* that is read to me.
- check that my reading makes sense and am beginning to go back to correct when it doesn't.
- make **some** basic inferences from the text and/or the illustrations.
- predict what might happen next in a text that I have read or that has been read to me.

Year 4:

- draw inferences such as a character's feelings, thoughts and motives from their actions.
- justify the inferences I make with evidence from the text, using point and evidence.
- predict what might happen from details stated and from the information I have deduced.

Year 3:

- ask relevant questions to get a better understanding of a text.
- make sensible predictions based on what I have read.
- make inferences based on what is said and done **mostly correctly**.
- find **some** evidence in the text to support my opinion.

Year 2:

- use my prior knowledge (including context and vocabulary) to understand texts.
- read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- make predictions based on what I have read.
- answer questions and make **some** inferences on the basis of what is being said and done.

Year 5:

- draw inferences such as inferring a character's feelings, thoughts and motives from their actions, words and by using other evidence.
- justify my inferences with one or more pieces of appropriate evidence from the text (using point and evidence).
- justify my opinions and elaborate by using the PEE technique (point, evidence, explanation).

Year 6:

- make detailed inferences and justify them with appropriate evidence from the text.
- use the PEE (point, evidence, explanation) technique to answer written inferential questions in detail.
- make inferential comparisons across the text and use evidence to justify my argument. E.g. Explaining how and why a character's feelings change at different points in the text with examples from the text.

Year 7 (from main feeder school):

- Understand increasingly challenging texts through making inferences and referring to evidence in the text.

Reading: Explain

EYFS:

- demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Year 1:

- link what I have heard or read to my own experiences.
- understand the moral of a story.
- explain what I think the text is about.
- identify good and bad characters in a story and explain why.

Year 4:

- identify, analyse and discuss themes within fiction texts.
- make a simple comment on the overall effect of the text on the reader.

Year 3:

- identify the main purpose of a text. E.g. 'It's all about why going to the dentist is important and how you should look after your teeth'.
- identify and explain some simple themes within fiction books. E.g. bullying

Year 2:

- tell you what a text is about/is trying to say. E.g. 'It is explaining how to make something'
- identify **some** similarities and differences between books written by the same author.

Year 5:

- make some simple comments to show my understanding of the writer's viewpoint and opinions. E.g. The writer doesn't like violence.
- make some simple connections between texts. E.g. similarities in plot, topic, or books by same author, about same characters.
- distinguish between statements of fact and opinion within a text

Year 6:

- use the PEE (Point, Evidence, Explain) technique to fully answer 3 mark questions.
- use quotes or summary to support my explanation.
- clearly identify a writer's viewpoint and my explanation of it is developed through close reference to the text. E.g. I think that the author wants to highlight the unfairness of racism in Holes as they describe the unfair treatment of Sam.

Year 7 (from main feeder school):

- Make critical comparisons across a range of texts.

Reading: Retrieve

EYFS:

- listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.
- make comments about what they have heard and ask questions to clarify their understanding.

Year 1:

- use picture cues to tell a story.
- find key words/sounds within a text I am reading.
- answer some simple questions about a text that I have read.

Year 4:

- use text marking to identify key information in a text.
- understand how to use all aspects of a text to answer questions e.g. labels, captions diagrams.
- use scanning to find specific words/phrases and numerical information.
- skim read a page/short chapter of text to get the gist of the information.

Year 3:

- scan fiction and non-fiction texts for important words and phrases.
- skim read a short passage/extract of text to get the gist of the information.

Year 2:

- find recurring language in stories and poems.
- find and copy words from a text I have read.
- find the answer to a simple comprehension question in the text. *E.g. who, what, where, when*

Year 5:

- find information by using my knowledge of text layout and structure.
- use scanning to find specific information e.g. dates, numbers, names etc.
- independently use a full range of reading skills and my knowledge of texts to read a question, find the information and record my answer.

Year 6:

- decide when to use skimming or scanning to retrieve different types of information from a text. E.g. scanning for a date, name, number or skimming to summarise
- retrieve, record and present information from non-fiction texts E.g. using notes, bullet points, labelling scientific diagrams etc.
- skim read a chapter/several paragraphs to identify key details and summarise what it is about.
- find evidence within a text to support my answer, using quotes where appropriate.

Year 7 (from main feeder school):

- Read critically and refer to the text for evidence to support their comprehension.

Reading: Structure & Sequence

EYFS:

- listen to a variety of texts during shared sessions - both fiction and non-fiction.
- explore both fiction and non-fiction texts during guided reading sessions, noticing similarities and differences.

Year 1:

- identify the key organisational features of a fiction book. E.g. Title, front cover, blurb, illustrations, author and illustrator.
- identify the key organisational features of a non-fiction. E.g. title, sub-title, contents, glossary, index, page numbers, diagrams, captions.
- understand the difference between fiction and non-fiction books.
- use a contents page to find information.
- explain how a contents page, glossary and index are ordered.

Year 2:

- discuss the sequence of events in books and how they relate to each other.
- understand and talk about the features of page layout in different types of non-fiction texts e.g. instructions, reports
- know the difference between a contents and an index page and how they can be used.
- compare and talk about the features of fiction and non-fiction books.

Year 3:

- use the features of a non-fiction text (contents, index, glossary, headings and subheadings) to find information quickly and effectively.
- sequence events in the order they happened.

Year 4:

- select books for specific purposes, especially in relation to science, geography and history learning.
- identify some structural choices with simple comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road'.
- order and sequence key events across a range of fiction and non-fiction texts.

Year 5:

- use skimming to establish the main idea and **summarise the information** from the text, identifying key details.
- summarise the main events from more than one paragraph.
- recognise texts that contain features from more than one text type.

Year 6:

- recognise texts that contain features from more than one text type.
- identify and discuss themes across longer texts/novels/poems. E.g. war, bullying, childhood, loss, love.
- clearly identify a writer's viewpoint and my explanation of it is developed through close reference to the text.

Year 7 (from main feeder school):

- recognise a range of poetic conventions and understand how they have been used.
- know the purpose, audience for and context of the writing and draw on this knowledge to support understanding.