



ST JAMES AND ST JOHN CHURCH OF ENGLAND PRIMARY SCHOOL READING PROGRESSION – YEARLY END POINTS

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Oral	<p>Enjoys an increasing range of books. Has a preference of book to be read to. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Continues a rhyming string. Knows that information can be retrieved from books and computers. Tells own stories through role play, pictures, picture books and using books. Demonstrates understanding when talking with others about what they have read. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to and joins in with stories and poems, one-to-one and also in small groups. Listens to stories with increasing attention and recall.</p>	<p>Develop pleasure in reading and be motivated to read. Say what they like or dislike about a text. Recognise and join in with predictable phrases in poems and stories. Appreciate some rhymes and poems; recite some by heart. Retell key stories orally using narrative language Link what they read or hear read to their own experiences Check that texts make sense when reading; correcting inaccurate reading. Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. Participate in discussion about what is read to them, taking turns and listening to others. Explain clearly their understanding of what is read to them. Understand books they can read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Fully engage with reading taking pleasure in reading, and be motivated to read. Listen to, discuss and express views about a wide range of contemporary and classic poetry, at a level beyond that which they can read independently. Listen to, discuss and express views about a wide range of stories and non-fiction at a level beyond that which they can read independently. Takes account of what others say. Check that texts make sense when reading; correcting inaccurate reading. Know and retell a wide range of stories, fairy stories and traditional tales. Recite a repertoire of poems learnt by heart, using appropriate intonation to make the meaning clear. Participate in discussion about what is read to them, taking turns and listening to others. Explain and discuss clearly their understanding of what is read to them and what they can read themselves. Understand books they can read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.</p>	<p>Orally retell whole stories/sections of stories. Recite poems by heart, using intonation, tone and volume to gain the interest of the listener Read aloud and perform play scripts, gaining the audience's interest in the characters and plot e.g. using stage directions, volume and action. Discuss their understanding of both texts they have read independently and those read to them. Express their views and listen to the views of others. Ask relevant questions to clarify and improve their understanding of a text e.g. why didn't the villagers trust the Iron Man?</p>	<p>Orally retell whole stories/sections of stories. Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener. Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot. Discuss their understanding of both texts they have read independently and those read to them. Ask specific questions to improve their thoughts about a text; explanations and understanding of language e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean? Explain their views, listen to others' views and respond.</p>	<p>Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital. Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly e.g. consistent use of intonation, pace and action for the characters and type of play. Discuss their understanding of both texts they have read independently and those read to them. Explain and develop their own views and build effectively on those of others. Ask relevant questions to improve their wider understanding of a text, topic or theme e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom). What was it like to be a child in Victorian times? Why has the author used lots of short sentences? Independently devise key questions and identify themes to research e.g. pollution, recycling. Use notes to support presentations and debates.</p>	<p>Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener. Read aloud and perform play scripts, refining their performance to illustrate subtleties e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues. Discuss their understanding of both texts they have read independently and those read to them. Explain and extend their own views and challenge those of others. Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella). Use notes to support presentations and debates. Recommend books that they have read to their peers, giving reasons for their choices.</p>



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Word Reading	<p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.</p> <p>Begins to read simple sentences.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Looks at books independently.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs taught.</p> <p>Read common exception words e.g. the, said, they, once, she, friend, school, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed and -est endings.</p> <p>Read words of more than one syllable which contain GPCs known.</p> <p>Read contractions e.g. I'm, can't, we'll and understand that apostrophes represent omitted letters.</p> <p>Read some phonically-decodable books, closely matched to phonic knowledge to build up their fluency and confidence in word reading.</p> <p>Read pseudo (alien) words with accuracy, including vowel digraphs, consonant digraphs, trigraphs and split digraphs.</p>	<p>Apply phonic knowledge and skills consistently to decode quickly and accurately until automatic decoding is embedded and reading is fluent.</p> <p>Read accurately by blending sounds in words that contain GPCs.</p> <p>Decode alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables.</p> <p>Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.</p> <p>Read further common exception words which have been taught, e.g. because, beautiful, everybody, should, whole, parents, money.</p> <p>Read most words quickly and accurately, without overtly segmenting and blending, once they are familiar.</p> <p>Read some phonically-decodable books with fluency, sound out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read decodable books to build up fluency and confidence in word reading.</p>	<p>Apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud.</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words.</p> <p>Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently.</p> <p>Read books that are structured in different ways and for a range of different purposes e.g. cartoons (to share plot concisely) chapter books (to provide more detail) diaries (for viewpoint).</p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p> <p>Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words.</p> <p>Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently.</p> <p>Read books that are structured in specific ways and for a range of purposes e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books).</p>	<p>Apply their knowledge of root words, prefixes and suffixes to read aloud.</p> <p>Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, nonfiction and different forms of poetry.</p> <p>Read books that are structured in specific ways and for a range of purposes e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint).</p>	<p>Read books that are structured in specific ways and for a range of purposes e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future.</p> <p>Read a wide range of modern fiction, fiction from our literary heritage and from other cultures and traditions, non-fiction and different forms of poetry.</p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud</p>



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Vocabulary	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p>	<p>Identify, discuss and collect favourite words. Discuss the meanings of new words, linking them to words already known.</p>	<p>Discuss and clarify the meaning of new words; linking new meanings to known vocabulary. Discuss favourite words and phrases. Recognise simple recurring literary language in stories and poetry. Identify, discuss and collect favourite words and phrases.</p>	<p>Identify and discuss the meaning of words in context e.g. I think 'generous' means kind because he gave his money away. Identify words and phrases that capture the reader's interest and contribute to the meaning of the text e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck.</p>	<p>Identify the language conventions of non-fiction in relation to the text type. Explain the meaning of new words in context Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are. Use age appropriate dictionaries to check the meanings of words.</p>	<p>Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material. Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness. Use age appropriate dictionaries and thesauri to check the meanings of words.</p>	<p>Explore the meaning of words in different contexts within fiction and non-fiction e.g. flexible means he was prepared to compromise /means it was bendy. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact. Use age appropriate dictionaries and thesauri to check the meanings of words.</p>
Inference	<p>Can answer simple questions Is Billy sad? Do you like the ending?</p>	<p>Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. (in text and/or the illustrations).</p>	<p>Make inferences on the basis of what is said and done.</p>	<p>Draw inferences about characters' thoughts and actions e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads. Justify inferences with a single piece of evidence from the text to support one specific point.</p>	<p>Draw inferences about characters' feelings and motives e.g. I think Leon volunteers because he wants to prove that magic is real. Justify inferences with several pieces of evidence from the text to support one specific point.</p>	<p>Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous. Justify inferences and views with a variety of references from across the text.</p>	<p>Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told. Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g. selecting points that support and contradicting points that contradict their argument.</p>



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Prediction	Suggests how the story might end.	Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns.	Make predictions according to what has been read so far.	Predict what may happen based on both what has been stated (obvious) and implied (less obvious) e.g. I think mum will get cross because Tom knew he shouldn't have lied.	Predict what may happen based on what has been implied e.g. I think mum will get cross because she's worried Tom may get into trouble.	Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because: he's a murderer / the witches suggest it.	Predict what may happen based on their wider understanding of content and themes e.g. I think Macbeth will die because it's a tragedy /villain often lose.
Explanation	Describes main story settings, events and principal characters.	Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. Explain clearly their understanding of what is being read to them. Talk about the significance of the title and events.	Discuss and express views about a range of non-fiction texts which are structured in different ways. Ask and answer questions.	Identify the language conventions of non-fiction in relation to the text type. Identify the over-arching theme of a text e.g. honesty, loneliness, good overcoming evil. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'.	Identify the author's message about the theme. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning e.g. the use of chapters; different fonts; artwork.	Identify an author's treatment of the same theme across one or several of their books/poems. Explain their thinking through making reference to key details e.g. quoting from the text. Identify the structural conventions of non-fiction in relation to the text type. Identify how the structure and presentation of texts contributes to the meaning e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument. Distinguish between fact and opinion.	Identify how the same theme is represented across texts and how multiple themes are presented in longer narratives. Explain their thinking through making reference to key details and comparisons. Identify the structural conventions of non-fiction in relation to the text type. Identify how the language, structure and presentation of texts contributes to the meaning e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories. Distinguish between fact, opinion and bias.



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Retrieval	Read and understand simple sentences.	Seek, find and understand information in different texts.	Identify/explain key aspects of fiction/non-fiction texts.	Use contents and sub-headings to locate relevant information Identify a main topic to research, independently and through shared reading.	Use contents, indexes, glossaries and sub-headings to locate specific information Use skimming to locate main ideas in the text Use scanning to locate specific information Independently identify key questions to research about a topic	Use skimming and scanning to locate information efficiently across a range of sources	Independently devise key questions and identify themes to research e.g. racism, slavery Use skimming and scanning to locate information selectively and precisely across a range of sources
Sequence: KS1 Summary: KS2	Beginning to be aware of the way stories are structured.	Sequence and discuss the main events in stories.	Discuss the sequence of main events in books, and how items of information are related.	Summarise the main idea/s within a paragraph or section e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed. Make notes from one source to capture key information about a topic through recording or highlighting sentences/key words e.g. information about penguins' habitats	Make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping e.g. where do penguins live? What temperature is it there? Summarise ideas from across several paragraphs or sections	Summarise ideas, events and information from the text as a whole e.g. the author's viewpoint about a particular issue Make notes from several sources to gather information Explore and use their own techniques to make notes Refine notes by disregarding irrelevant information e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica	Summarise ideas, events and information throughout a text and across texts Make notes from several sources to gather information Make choices about the most efficient techniques to make notes Refine notes by disregarding unreliable information



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The more that you read
the more things
you will know.

The more that you learn
the more places you'll go.