



Gorse Hill Primary School
Reading Progression
Nursery- Year 6

<p>Nursery Development Matters 2021</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> ● print has meaning ● print can have different purposes ● we read English text from left to right and from top to bottom ● the names of the different parts of a book • page sequencing <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ● spot and suggest rhymes ● count or clap syllables in a word ● recognise words with the same initial sound, such as money and mother ● Engage in extended conversations about stories, learning new vocabulary. 	
<p>Reception</p>	<p>Word Reading</p>	<p>Comprehension</p>
<p>Development Matters 2021</p>	<ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. ● Read some letter groups that each represent one sound and say sounds for them. ● Read a few common exception words matched to the school’s phonic programme. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important. ● Learn new vocabulary. ● Use new vocabulary through the day. ● Ask questions to find out more and to check they understand what has been said to them. ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Engage in storytimes

	Word Recognition	Comprehension
Year 1	<p>Pupils should:</p> <ul style="list-style-type: none"> ● apply phonic knowledge and skills as the route to decode words ● respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ● read accurately by blending sounds in unfamiliar words containing GPCs that have been taught ● read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ● read other words of more than one syllable that contain taught GPCs ● read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) ● read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words ● re-read these books to build up their fluency and confidence in word reading. 	<p>Pupils should:</p> <ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing 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 ● 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 learning to appreciate rhymes and poems, and to recite some by heart ● discuss word meanings, linking new meanings to those already known ● understand both the books they can already 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 ● check that the text makes sense to them as they read and correcting inaccurate reading ● discuss the significance of the title and events making inferences on the basis of what is being said and done ● predict what might happen on the basis of what has been read so far ● participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them
Year 2	<p>Pupils should:</p> <ul style="list-style-type: none"> ● continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ● read accurately by blending the sounds in words that 	<p>Pupils should:</p> <ul style="list-style-type: none"> ● develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read

	<p>contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <ul style="list-style-type: none"> ● read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes ● read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● re-read these books to build up their fluency and confidence in word reading. 	<p>independently</p> <ul style="list-style-type: none"> ● discuss the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways ● recognise simple recurring literary language in stories and poetry ● discuss and clarify the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases ● continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ● understand both the books that they can already read accurately and fluently and those that they listen to by: drawing 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 correcting inaccurate reading ● make inferences on the basis of what is being said and done ● answer and ask questions, predicting what might happen on the basis of what has been read so far 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 others say ● explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Year 3/4	<p>Pupils should:</p> <ul style="list-style-type: none"> ● apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet 	<p>Pupils should:</p> <ul style="list-style-type: none"> ● develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading

	<ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<p>for a range of purposes</p> <ul style="list-style-type: none"> • use dictionaries to check the meaning of words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identify themes and conventions in a wide range of books English • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than one paragraph and summarising these • identify how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Year 5/6	<p>Pupils should:</p> <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the 	<p>Pupils should:</p> <ul style="list-style-type: none"> • maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference

meaning of new words that they meet.

books or textbooks

- read books that are structured in different ways and reading for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books learning a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves,
- build on their own and others' ideas and challenge views

		<p>courteously</p> <ul style="list-style-type: none">● explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary● provide reasoned justifications for their views.
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