

## Christ the Sower Ecumenical Primary School – Reading Progression

	<u>Choices</u>	<u>Aspiration</u>	<u>Reflection</u>	<u>Engagement</u>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Vocabulary and word meaning</li> <li>• Retrieving information</li> <li>• Express, record and present understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Authorial intent and explanation</li> <li>• Positive attitudes to reading</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing and summarising</li> <li>• Inference and predictions</li> <li>• Discussing and sharing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding and fluency</li> <li>• Range of reading</li> <li>• Non-fiction (reading for learning)</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>• Retell stories using their own words and recently introduced vocabulary</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others</li> </ul>	<ul style="list-style-type: none"> <li>• Make comments about what has been heard and ask questions to clarify understanding</li> <li>• Use back-and-forth exchanges to discuss with teachers and peers</li> <li>• Offer explanations for why things might happen making use from vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Anticipate – where appropriate – key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books consistent with phonic knowledge</li> <li>• Listen attentively and respond with relevant questions, comments and actions when read aloud to</li> <li>• Use information from stories and non-fiction to describe immediate environment, and discuss similarities and differences in the world around us</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Explore the meaning of new and unfamiliar words with an adult</li> <li>• Discuss word meaning and link new meanings to those already known</li> <li>• Draw on what is already known to understand a text</li> <li>• Explain clearly understanding of something that has been read aloud by another</li> </ul>	<ul style="list-style-type: none"> <li>• Retell familiar stories (fairy tales, traditional tales etc)</li> <li>• Recognise and join in with predictable phrases</li> <li>• Appreciate rhymes and poems and recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and link what has been read or heard read to own experiences</li> <li>• Discuss the significance of titles and events in a text</li> <li>• Make inferences on the basis of what has been said or done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read aloud by another, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills to decode words</li> <li>• Read aloud books consistent with phonic knowledge</li> <li>• Re-read known texts to build fluency and confidence in word reading</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 2</p>	<ul style="list-style-type: none"> <li>• Begin to make independent and informed choices when selecting books to read</li> <li>• Recognise simple recurring literary language in stories and poems</li> <li>• Discuss and clarify word meaning and link new meanings to those already known</li> <li>• Draw on what is know or information provided by a teacher to understand a text</li> <li>• Explain and discuss understanding of books and poems that have read or have been read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Retell a wider range of stories, fairy stories and traditional tales</li> <li>• Continue to build up repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the sequence of events in books</li> <li>• Discuss favourite words and phrases</li> <li>• Check that the text makes sense while reading and correct inaccurate reading</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Ask and answer questions to support understanding of a text</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read by themselves or others, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills to decode words building towards fluency and automaticity</li> <li>• Read aloud books consistent with phonic knowledge</li> <li>• Re-read known texts to build fluency and confidence in word reading</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction</li> <li>• Begin to read non-fiction books that are structured in different ways</li> <li>•</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<ul style="list-style-type: none"> <li>• Use knowledge of root words, prefixes and suffixes to understand the meaning of new words</li> <li>• Use dictionaries to check the meaning of words that have been read</li> <li>• Retried and record information from non-fiction</li> <li>• Provide reasoned justifications for their views on a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase familiarity with a wide range of books including fairy stories, myths and legends, retelling some of these orally</li> <li>• Prepare poems and play-scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify themes and conventions in a wide range of books</li> <li>• Discuss words and phrases that capture interest and imagination</li> <li>• Recognise some different forms of poetry</li> <li>• Check that the text makes sense whilst reading and discuss understanding and the meaning of words in context</li> <li>• Ask questions to improve understanding of a text</li> <li>• Predict what might happen from details stated and implied</li> <li>• Identify main ideas drawn from more than one paragraphs and summarise these</li> <li>• Participate in discussion about what has been read by themselves or others, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud</li> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books/textbooks</li> <li>• Read books that are structured in different ways</li> <li>• Read for a range of purposes</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>				

Year 5	<ul style="list-style-type: none"> <li>• Use growing knowledge of root words, prefixes and suffixes to understand the meaning of new words</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Explain and discuss understanding of what has been read, including through formal presentations,</li> </ul>	<ul style="list-style-type: none"> <li>• Increase 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</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, considering impact on the reader</li> <li>• Recommend books to peers giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in and across a wide range of writing</li> <li>• Check that the text makes sense whilst reading and discuss understanding and the meaning of words in context</li> <li>• Ask questions to improve understanding of a text</li> <li>• Make inferences and justify these with evidence</li> <li>• Predict what might happen from details stated and implied</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Participate in discussion about what has been read by themselves or others, building on own and others' ideas and challenging views courteously</li> </ul>	<ul style="list-style-type: none"> <li>• Apply growing knowledge of root words, prefixes and suffixes to read aloud</li> <li>• Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books/textbooks</li> <li>• Read books that are structured in different ways</li> <li>• Read for a range of purposes</li> </ul>
Year 6				