



# CRAWSHAWBOOTH PRIMARY SCHOOL

## PROGRESSION OF SKILLS FOR READING

WORD READING						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> <li>Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow in snow and cow</i>.</li> <li>Read accurately by blending sounds in unfamiliar words.</li> <li>Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings.</li> <li>Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe presents the omitted letter.</li> <li>Automatically recognise approximately 150 high frequency words (see bottom).</li> <li>Apply phonic knowledge for reading.</li> <li>Read aloud accurately books that are consistent with their developing phonic knowledge.</li> <li>Develop fluency, accuracy and confidence by re-reading books.</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</li> <li>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>.</li> <li>Read further common exception words, noting tricky parts (see bottom).</li> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use prefixes to understand meanings e.g. <i>un-, dis-, -mis-, re-</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-ation, -ous</i>.</li> <li>Read and understand meaning of words on Y3/4 word list – see bottom.</li> <li>Use intonation, tone and volume when reading aloud.</li> <li>Take note of punctuation when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use prefixes to understand meanings e.g. <i>sub-, inter-, anti-, -auto-</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-ation, -ous, -tion, -sion, -ssion, -cian</i>.</li> <li>Read and understand meaning of words on Y3/4 word list – see bottom.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words to understand meanings of words.</li> <li>Apply knowledge of prefixes to understand meaning of new words.</li> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably</i>.</li> <li>Read and understand meaning of words on Y5/6 word list – see bottom.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</li> <li>Read and understand meaning of words on Y5/6 word list – see bottom.</li> <li>Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.</li> <li>Employ dramatic effect to engage listeners whilst reading aloud.</li> <li>Read extensively for pleasure.</li> <li>Evaluate texts quickly in order to determine their usefulness or appeal.</li> <li>Understand underlying themes, causes and consequences within whole texts.</li> <li>Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</li> </ul>

	Read more challenging texts using phonics and high frequency word recognition.	<ul style="list-style-type: none"> <li>Uses tone and intonation when reading aloud.</li> <li>Read longer and less familiar texts independently.</li> </ul>				Recognise authors' techniques to influence and manipulate the reader.
<b>COMPREHENSION</b>						
EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> <li>Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems.</li> <li>Identifying and discuss the main events in stories.</li> <li>Identifying and discuss the main characters in stories.</li> <li>Recalling specific information in texts.</li> <li>Recognising and join in with language patterns and repetition.</li> <li>Use patterns and repetition to support oral retelling.</li> <li>Reciting rhymes and poems by heart.</li> <li>Relating texts to own experiences.</li> <li>Re telling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i></li> <li>Make personal reading choices and explain reasons for choices.</li> </ul> <p><u>Understand both the books they can already read accurately and fluently and those that they listen to by:</u></p> <ul style="list-style-type: none"> <li>Introducing and discussing key vocabulary.</li> <li>Activating prior knowledge e.g. <i>what do you know about minibeasts?</i></li> </ul>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> <li>Listening to a range of texts at a level beyond that at which they can read independently including stories, non-fiction, and contemporary and classic poetry.</li> <li>Sequencing and discussing the main events in stories.</li> <li>Learning and reciting a range of poems using appropriate intonation.</li> <li>Retelling a wider range of stories, fairy tales and traditional tales.</li> <li>Read a range of non-fiction texts including information, explanations, instructions, recounts, reports.</li> <li>Discussing how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>Identifying, discussing and collecting favourite words and phrases.</li> <li>Recognising use of repetitive language within a text or poem e.g. <i>run, run as fast as you can and across texts e.g. long, long ago in a land far away...</i></li> <li>Make personal reading choices and explain reasons for choices.</li> </ul> <p><u>Understand both the books they can already read</u></p>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction, poetry, plays, non-fiction.</li> <li>Regularly listening to whole novels read aloud by the teacher.</li> <li>Reading a range of non-fiction texts including information, explanations, instructions, recounts, reports, persuasion.</li> <li>Analysing and evaluate texts looking at language, structure and presentation e.g. <i>newspaper reports, recipes, etc.</i></li> <li>Recognising some different forms of poetry e.g. <i>narrative, free verse.</i></li> <li>Reading books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i></li> <li>Using dictionaries to check meanings of words they have read.</li> <li>Sequencing and discussing the main events in stories.</li> <li>Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories.</i></li> <li>Identifying and discussing themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i></li> </ul>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <ul style="list-style-type: none"> <li>Listening to, reading and discussing a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts.</i></li> <li>Regularly listening to whole novels read aloud by the teacher.</li> <li>Analysing and evaluate texts looking at language, structure and presentation.</li> <li>Analysing different forms of poetry e.g. <i>haiku, limericks, kennings.</i></li> <li>Reading books and texts for a range of purposes and responding in a variety of ways.</li> <li>Analysing and comparing a range of plot structures.</li> <li>Retelling a range of stories, including less familiar fairy stories, myths and legends.</li> <li>Identifying, analysing and discussing themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></li> <li>Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i></li> <li>Learning a range of poems by heart and rehearsing for performance.</li> </ul>	<p><u>Maintain positive attitudes to reading and understand what they read:</u></p> <ul style="list-style-type: none"> <li>Listening to and discussing a range of fiction/poetry/non-fiction which they might not choose to read themselves.</li> <li>Regularly listening to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>Exploring themes within and across texts e.g. loss, heroism, friendship.</li> <li>Making comparisons within a text e.g. characters' viewpoints of same events.</li> <li>Analysing the conventions of writing e.g. <i>use of first person in autobiographies and diaries.</i></li> <li>Recommending books to their peers with reasons for choices.</li> <li>Reading books and texts that are structured in different ways for a range of purposes.</li> <li>Expressing preferences about a wider range of books including modern fiction/traditional stories/myths/legends.</li> <li>Learning a wider range of poems by heart.</li> <li>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> </ul>	<p><u>Maintain positive attitudes to reading and understand what they read:</u></p> <ul style="list-style-type: none"> <li>Listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>Regularly listening to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>Recognising themes within and across texts e.g. <i>hope, peace, fortune, survival.</i></li> <li>Making comparisons within and across texts e.g. similar events in different books, such as being an evacuee in Carrie's War and Goodnight Mr Tom.</li> <li>Comparing texts written in different periods.</li> <li>Analysing the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story.</i></li> <li>Independently read longer texts with sustained stamina and interest.</li> <li>Recommending books to their peers with detailed reasons for their opinions.</li> <li>Expressing preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions.</li> </ul>

	<ul style="list-style-type: none"> <li>Checking that texts make sense while reading and self-correct.</li> <li>Making predictions based on what has been read so far.</li> <li>Make basic inferences about what is being said and done.</li> <li>Discussing the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.</li> </ul> <p><u>Participating in discussion about what is read to them, taking turns and listening to what others say by:</u></p> <ul style="list-style-type: none"> <li>Listening to what others say.</li> <li>Taking turns.</li> <li>Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i></li> <li>Explaining clearly their understanding of what is read to them.</li> </ul> <p>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how.</p>	<p><u>accurately and fluently and those that they listen to by:</u></p> <ul style="list-style-type: none"> <li>Introducing and discussing key vocabulary within the context of a text.</li> <li>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</li> <li>Activating prior knowledge and raising questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>Checking that texts make sense while reading and self-correct.</li> <li>Making predictions using evidence from the text.</li> <li>Making inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i></li> </ul> <p><u>Participating in discussion about what is read to them, taking turns and listening to what others say by:</u></p> <ul style="list-style-type: none"> <li>Making contributions in whole class and group discussion.</li> <li>Listening and responding to contributions from others.</li> <li>Giving opinions and supporting with reasons e.g. <i>Was Goldilocks a good or bad character?</i></li> <li>Considering other points of view.</li> </ul> <p><u>Explaining clearly their understanding of what they read themselves and what is read to them:</u></p> <p>Demonstrating understanding of texts by asking and answering questions related to who, what, where, when, why, how.</p>	<ul style="list-style-type: none"> <li>Identifying and discussing conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i></li> <li>Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.</li> <li>Preparing poems/play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul> <p><u>Understand what they read independently by:</u></p> <ul style="list-style-type: none"> <li>Discussing their understanding of the text</li> <li>Explaining the meaning of unfamiliar words by using the context</li> <li>Making predictions based on details stated</li> <li>Raising questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></li> <li>Drawing inferences around characters thoughts, feelings and actions, and justify with evidence from the text</li> <li>Using point and evidence to structure and justify responses.</li> <li>Discussing the purpose of paragraphs.</li> <li>Identifying a key idea in a paragraph.</li> </ul> <p><u>Retrieve and record information from non-fiction:</u></p> <ul style="list-style-type: none"> <li>Evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>Quickly appraising a text to evaluate usefulness.</li> <li>Navigating texts in print and on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> </ul> <p><u>Discussing their understanding of the text:</u></p> <ul style="list-style-type: none"> <li>Explaining the meaning of key vocabulary within the context of the text.</li> <li>Making predictions based on information stated and implied.</li> <li>Demonstrating active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></li> </ul> <p><u>Retrieve and record information from non-fiction:</u></p> <ul style="list-style-type: none"> <li>Analysing and evaluating how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>Scanning for dates, numbers and names.</li> <li>Explaining how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul>	<p><u>Understand what they read independently by:</u></p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them and demonstrating understanding e.g. <i>through discussion, use of reading journals.</i></li> <li>Exploring meaning of words in context.</li> <li>Demonstrating active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal.</i></li> <li>Inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>Predicting what might happen from information stated and implied.</li> <li>Re-read and reads ahead to locate clues to support understanding.</li> <li>Scanning for key words and text marking to locate key information.</li> <li>Summarising main ideas drawn from more than one paragraph and identifying key details which support this.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i></li> </ul> <p><u>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</u></p> <ul style="list-style-type: none"> <li>Exploring, recognising and using the terms metaphor, simile, imagery.</li> <li>Explaining the effect on the reader of the authors' choice of language.</li> </ul>	<ul style="list-style-type: none"> <li>Learning a wider range of poems by heart.</li> <li>Preparing poems and play scripts to read aloud and perform using dramatic effects.</li> </ul> <p><u>Understand what they read independently by:</u></p> <ul style="list-style-type: none"> <li>Using a reading journal to record on-going reflections and responses to personal reading.</li> <li>Exploring texts in groups and deepening comprehension through discussion.</li> <li>Exploring new vocabulary in context.</li> <li>Demonstrating active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</i></li> <li>Inferring characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <i>Point;Evidence;Explanation.</i></li> <li>Predicting what might happen from information stated and implied.</li> <li>Re-read and reads ahead to locate clues to support understanding and justifying with evidence from the text.</li> <li>Scanning for key information e.g. looking for descriptive words associated with a setting.</li> <li>Skimming for gist.</li> <li>Using a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>Identifying how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument.</i></li> </ul>
--	---	---	--	--	---	--

			<p><u>Participating in discussion about books that they have been read independently or that have been read, taking turns to listen to the opinions of others.to them.</u></p> <ul style="list-style-type: none"> <li>Developing and agreeing on rules for effective discussion. Making and responding to contributions in a variety of group situations e.g. <i>whole class, pairs, guided groups, book circles.</i></li> </ul>	<ul style="list-style-type: none"> <li>Navigating texts to locate and retrieve information in print and on screen.</li> </ul> <p><u>Participating in discussion about books that they have been read independently or that have been read, taking turns to listen to the opinions of others.to them.</u></p> <ul style="list-style-type: none"> <li>Develop, agree on and evaluate rules for effective discussion. Making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></li> </ul>	<p><u>Distinguish between statements of factor opinion in a text.</u></p> <p><u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</u></p> <p><u>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 by:</u></p> <ul style="list-style-type: none"> <li>Preparing formal presentations individually or in groups.</li> <li>Using notes to support presentation of information.</li> <li>Responding to questions generated by a presentation.</li> <li>Participating in debates on an issue related to reading (fiction or non-fiction).</li> </ul> <p><u>Provide reasoned justifications for their views by:</u></p> <p>Justifying opinions and elaborating by referring to the text. (Point + Evidence + Explanation).</p>	<p><u>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</u></p> <ul style="list-style-type: none"> <li>Exploring, recognising and using the terms personification, analogy, style and effect.</li> <li>Explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these.</li> </ul> <p><u>Distinguish between statements of factor opinion in a text.</u></p> <p><u>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously.</u></p> <p><u>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 by:</u></p> <ul style="list-style-type: none"> <li>Preparing formal presentations individually or in groups.</li> <li>Using notes to support presentation of information.</li> <li>Responding to questions generated by a presentation.</li> <li>Participating in debates on issues related to reading (fiction/non-fiction).</li> </ul> <p><u>Provide reasoned justifications for their views by:</u></p> <p>Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i></p>
--	--	--	--	--	--	--