



## St Mary's Catholic Primary School and Nursery

### Progression of Reading Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2
Decoding	<p>Spot and suggest rhymes.</p> <p>Count or clap syllables in a word.</p> <p>Recognise words with the same initial sound, such as money and mother.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Apply sounds up to phase 4 (see phonics skills progression).</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes.</p> <p>Read accurately by blending taught GPC.</p> <p>Read common exception words.</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.).</p> <p>Read multisyllable words containing taught GPCs.</p> <p>Read contractions and understanding use of apostrophe read aloud phonically-decodable texts.</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllable words containing these graphemes.</p> <p>Read common suffixes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words quickly &amp; accurately without overt sounding and blending.</p>



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Range of Reading	<p>Wordless books, allowing children to use their imagination and creativity.</p>	<p>Home reading books that match their current phonics phase.</p> <p>Range of whole class, shared reading books that can be decodable, but also challenge them to explore new vocabulary.</p> <p>Reading corner filled with books appropriate for their age with some challenge.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences.</p>	<p>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 independently.</p>
Familiarity with texts	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning the names of different parts of a book print can have different purposes;</li> <li>- page sequencing ○ we read English text from left to right and from top to bottom.</li> </ul>	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Recognising and joining in with predictable phrases.</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Recognising simple recurring literary language in stories and poetry.</p>



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<b>Poetry &amp; Performance</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Spot and suggest rhyme.</p>	<p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>
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<p>Count or clap syllables in words recognise words with the same initial sound.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>			
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Word meanings	Engage in extended conversations about stories, learning new vocabulary.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  Have range of synonyms through shared reading – Ginger bread man, run run, as fast as you can... Fast, speedily, quickly,	Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  Discussing their favourite words and phrases.
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<b>Understanding</b>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, such as: "Why do you think the caterpillar grew so big?".</p> <p>Be able to express their thoughts and feelings.</p> <p>Be able to relate to character emotions and thoughts.</p> <p>Using actions and key words to show understanding of words such as 'climbing'.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and</p>	<p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Discussing the sequence of events in books and how items of information are related.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>
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Inference		during role play. Compare and contrast characters from stories, including figures from the past.	Discussing the significance of the title and events. Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done. Answering and asking questions.
Prediction		Anticipate (where appropriate) key events in stories. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Predicting what might happen on the basis of what has been read so far.	Predicting what might happen on the basis of what has been read so far.
Non - fiction				Being introduced to non-fiction books that are structured in different ways.



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<b>Discussing reading</b>	Talk about characters or objects in the text.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	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.	Participate in discussion about books, poems & other works that are read to them & 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.
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	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>
Range of Reading	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Making comparisons within and across books.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Making comparisons within and across books.</p>



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Familiarity with texts	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Identifying themes and conventions in a wide range of books.</p>	<p>Increasing 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.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>	<p>Increasing 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.</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing.</p>
Poetry & Performance	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>	<p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p>	<p>Learning a wider range of poetry by heart.</p> <p>Preparing 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.</p>
Word meaning	<p>Using dictionaries to check the meaning of words that they have read.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p>		



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<b>Understanding</b>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Asking questions to improve their understanding.</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
<b>Inference</b>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p>
<b>Prediction</b>	<p>Predicting what might happen from details stated and implied.</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Predicting what might happen from details stated and implied.</p>



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<b>Authorial Intent</b>	Discussing words and phrases that capture the reader's interest and imagination.  Identifying how language, structure, and presentation contribute to meaning.	Discussing words and phrases that capture the reader's interest and imagination.  Identifying how language, structure, and presentation contribute to meaning.	Identifying how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Identifying how language, structure and presentation contribute to meaning.  Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>Non-fiction</b>	Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.	Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction.	Distinguish between statements of fact and opinion.  Retrieve, record and present information from non-fiction.



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Discussing reading	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.	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.	Recommending books that they have read to their peers, giving reasons for their choices.  Participate in discussions about books, building on their own and others' ideas and challenging views courteously.  Explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views.	Recommending books that they have read to their peers, giving reasons for their choices.  Participate in discussions about books, building on their own and others' ideas and challenging views courteously.  Explain and discuss their understanding of what they have read, including through formal presentations and debates.  Provide reasoned justifications for their views.
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