Holy Cross Catholic Primary School

Reading Progression Chart 2020 – 2021

We care, we share, we value.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading - Phonics and Decoding	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words.	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, ent/- ence/-ency, able/-ably and ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Word Reading - Common Exception Words		To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Word Reading - Fluency	To show interest in illustrations and print in books and print in the environment.	To ascribe meanings to marks that they see in different places.	To accurately read texts that are consistent with their developing phonic knowledge, that do	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar	At this stage, teaching comprehension skills should be taking precedence over teaching word reading	At this stage, teaching comprehension skills should be taking precedence over teaching word reading	At this stage, teaching comprehension skills should be taking precedence over teaching word reading	At this stage, teaching comprehension skills should be taking precedence over teaching word reading

	To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages).	To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	and fluency specifically. Any focus on word reading should support the development of vocabulary.	and fluency specifically. Any focus on word reading should support the development of vocabulary.	and fluency specifically. Any focus on word reading should support the development of vocabulary.	and fluency specifically. Any focus on word reading should support the development of vocabulary.
Meaning of Words	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To build up vocabulary that reflects the breadth of their experiences.	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words. To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences.	Draw on vocabulary provided by the teacher to understand books Discuss word meanings, linking new meanings to those already known Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house	Discuss and clarify the meanings of words linking new meanings to known vocabulary Draw on vocabulary provided by the teacher to understand books Identify and discuss favourite words and phrases Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly	Discuss understanding and identify the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination	Discuss understanding and identify the meaning of words in context Use dictionaries to check the meanings of words they have read Discuss words and phrases that capture the reader's interest and imagination	Discuss understanding and identify the meaning of words in context	Discuss understanding and identify the meaning of words in context

		To read and understand simple sentences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books					
Retrieval	To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters.	To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	Draw on what they already know or on background information from the teacher to understand books Identify the main character in a story or the subject of a nonfiction text Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales Identify main events or key points in texts Answer literal retrieval questions about the text	Draw on what they already know or on background information from the teacher to understand books Ask questions and find the answers to simple questions in the text Answer literal retrieval questions about the text Use a range of question prompts to generate relevant questions about the text Recall simple points from familiar texts Identify main events or key points in texts	Ask questions and find answers to simple questions in a text Retrieve and record information from non-fiction Answer literal retrieval questions and locate the information in the text Locate information using skimming Use a contents page and an index page to locate information	Ask questions and find answers to simple questions in a text Retrieve and record information from non-fiction Extract information from the text Locate information using skimming and scanning Decide on a question that needs answering and locate the answer in a non-fiction book Use non-fiction features to find information from the text (index, contents, headings and subheadings, illustrations)	In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract increasingly complex information from the text Plan what information needs to be found with guidance Make simple notes Apply information retrieval skills across the curriculum	In non-fiction, retrieve, record and present information Ask questions and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for Make appropriate notes from research using a variety of sources Apply information retrieval skills across the curriculum

Sequencing and Summarising			Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts	Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell	Identify main ideas within a text or within a paragraph and summarise these	Identify main ideas within a text or within a paragraph and summarise these	Use the skills of skimming and scanning to identify key ideas	Use the skills of skimming, scanning, text-marking and note taking to identify key ideas

Inference								
To suggest how a story might end. To begin to understand 'why' and 'how' questions.	To answer 'how' and 'why' questions about their experiences and in response to stories or events.	Give some reasons why things happen or characters change Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	Talk about and infer what characters might be thinking or feeling using clues in the text Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting	Discuss the actions and relationships of the main characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue Use clues from action, dialogue and description to establish meaning Identify themes and conventions in a range of books	Empathise with different characters' points of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books	Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions say about their character Recognise that characters may have different perspectives on events in stories Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Identify characteristics of stock characters in a variety of genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing

Prediction	To suggest how a story might end. To begin to understand 'why' and 'how' questions.	To answer 'how' and 'why' questions about their experiences and in response to stories or events.	Make predictions on the basis of what has been read so far Discuss the blurb and title of a book Predict events and endings and how characters will behave Look through a variety of fiction and nonfiction texts with growing independence to predict content, layout and story development	Predict what might happen on the basis of what has been read so far Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance	Predict what might happen from details stated and implied Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen	Predict what might happen from details stated and implied Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting	Make predictions based on details stated and implied Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions	Make predictions based on details stated and implied Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it Refer to the text to support predictions and opinions
Structure and Organisation			Distinguish between fiction and nonfiction texts Understand the way that information texts are organised and use this when reading simple texts Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) Discuss titles of book and poems Pick out features used to organise books Compare the layout of different texts /books and discuss why they are set out in different ways Read the title, contents page and illustrations and predict what a book is about Pick out features that will help to locate information and explain them	Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the purpose of the paragraph and how they help to group information Discuss why the author has chosen a range of vocabulary to describe a character or a setting	Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and subheadings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up ideas across a text Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes	Identify and discuss the structural devices the author has used to organise the text. Identify vocabulary chosen to convey different messages, moods, feelings and attitudes Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect Describe and compare the styles of individual writers and poets, providing evidence Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Comment on the structural choices the author has made when organising the text Explain how the structural choices support the writer's theme and purpose Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations Compare, contrast and explore the styles of writers and poets, providing evidence and explanations Identify and discuss irony and its effect

				Pick out and discuss how punctuation helps to organise text				Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.
				Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories				

Language Choice				Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum	Identify where language is used to create mood or build tension Comment on the choice of author's words to make a text funny, scary, exciting Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)	Discuss the effect of key words or phrases used to build mood or tension Comment on the overall effect of the text In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text	Identify the writer's main purpose through a general overview Identify common elements of an author's style and discuss how the style of one author differs from another Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint Comment on the use of similes and expressive language to create images, sound effects and atmosphere Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terns Justify preferences for an author, poet or a type of text	Identify how style is influenced by the intended audience Identify common elements of an author's style and make comparisons between books Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text

							Identify and explain the key features of a range of appropriate texts	Compare and contrast the key features of a range of appropriate texts
Making Comparisons							Identify and explain characters and their profiles across a range of texts Identify and discuss themes within and across texts (social, cultural and historical)	Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.