**Sale Davys CE Controlled Primary School Reading Progression**

|  |  |
| --- | --- |
| **Menu** | **Year 1 Year 2 Year 3 Year 4 Year 5 Year 6** |
| **Decoding** | •apply phonic knowledge to decode words \*secure phonic decoding until reading is fluent \*apply their growing knowledge of root words, prefixes and \*apply their growing knowledge of root words, prefixes and \*apply their growing knowledge of root words, prefixes and \*apply their growing knowledge of root words, prefixes and  •speedily read all 40+ letters/groups for 40+ phonemes \*read accurately by blending, including alternative sounds suffixes, both to read aloud and to understand the meaning suffixes, both to read aloud and to understand the meaning suffixes (morphology and etymology), both to read aloud suffixes (morphology and etymology), both to read aloud  •read accurately by blending taught GPC for graphemes of new words they meet of new words they meet and to understand the meaning of new words that they and to understand the meaning of new words that they  •read common exception words \*read multisyllable words containing these graphemes \*read further exception words, noting the unusual \*read further exception words, noting the unusual meet meet  •read common suffixes (-s, -es, -ing, -ed, etc.) \*read common suffixes correspondences between spelling and sound, and where correspondences between spelling and sound, and where  •read multisyllable words containing taught GPCs \*read exception words, noting unusual correspondances these occur in the word these occur in the word  •read contractions and understanding use of apostrophe \*read most words quickly & accurately without overt  •read aloud phonically-decodable texts sounding and blending |
| **Range of**  **Reading** | •listening to and discussing a wide range of poems, stories \*listening to, discussing and expressing views about a wide \*listening to and discussing a wide range of fiction, poetry, \*listening to and discussing a wide range of fiction, poetry, \*continuing to read and discuss an increasingly wide range \*continuing to read and discuss an increasingly wide range  and non-fiction at a level beyond that at which they can read range of contemporary and classic poetry, stories and non- plays, non-fiction and reference books or textbooks plays, non-fiction and reference books or textbooks of fiction, poetry, plays, non-fiction and reference books or of fiction, poetry, plays, non-fiction and reference books or independently fiction at a level beyond that at which they can read \*reading books that are structured in different ways and \*reading books that are structured in different ways and textbooks textbooks  •being encouraged to link what they read or hear read to independently reading for a range of purposes reading for a range of purposes \*reading books that are structured in different ways and \*reading books that are structured in different ways and their own experiences reading for a range of purposes reading for a range of purposes  \*making comparisons within and across books \*making comparisons within and across books |
| **Familiarity with texts** | \*becoming very familiar with key stories, fairy stories and \*becoming increasingly familiar with and retelling a wider \*increasing their familiarity with a wide range of books, \*increasing their familiarity with a wide range of books, \*increasing their familiarity with a wide range of books, \*increasing their familiarity with a wide range of books,  traditional tales, retelling them and considering their range of stories, fairy stories and traditional tales including fairy stories, myths and legends, and retelling some including fairy stories, myths and legends, and retelling some including myths, legends and traditional stories, modern including myths, legends and traditional stories, modern particular characteristics \*recognising simple recurring literary language in stories and of these orally of these orally fiction, fiction from our literary heritage, and books from fiction, fiction from our literary heritage, and books from  \*recognising and joining in with predictable phrases poetry \*identifying themes and conventions in a wide range of \*identifying themes and conventions in a wide range of other cultures and traditions other cultures and traditions  books books \*identifying and discussing themes and conventions in and \*identifying and discussing themes and conventions in and across a wide range of writing across a wide range of writing |
| **Poetry & Performance** | \*learning to appreciate rhymes and poems, and to recite \*continuing to build up a repertoire of poems learnt by \*preparing poems and play scripts to read aloud and to \*preparing poems and play scripts to read aloud and to \*learning a wider range of poetry by heart \*learning a wider range of poetry by heart  some by heart heart, appreciating these and reciting some, with perform, showing understanding through intonation, tone, perform, showing understanding through intonation, tone, preparing poems and plays to read aloud and to perform, preparing poems and plays to read aloud and to perform, appropriate intonation to make the meaning clear volume and action volume and action showing understanding through intonation, tone and volume showing understanding through intonation, tone and volume  \*recognising some different forms of poetry \*recognising some different forms of poetry so that the meaning is clear to an audience so that the meaning is clear to an audience |
| **Word meanings** | \*discussing word meanings, linking new meanings to those \*discussing and clarifying the meanings of words, linking \*using dictionaries to check the meaning of words that they \*using dictionaries to check the meaning of words that they  already known new meanings to known vocabulary have read have read  \*discussing their favourite words and phrases |
| **Under- standing** | \*drawing on what they already know or on background \*discussing the sequence of events in books and how items \*checking that the text makes sense to them, discussing \*checking that the text makes sense to them, discussing \* checking that the book makes sense to them, discussing  information and vocabulary provided by the teacher of information are related their understanding and explaining the meaning of words in their understanding and explaining the meaning of words in their understanding and exploring the meaning of words in  \*checking that the text makes sense to them as they read \*drawing on what they already know or on background context context context  and correcting inaccurate reading information and vocabulary provided by the teacher \*asking questions to improve their understanding of a text \*asking questions to improve their understanding of a text \*asking questions to improve their understanding  \*checking that the text makes sense to them as they read \*identifying main ideas drawn from more than one \*identifying main ideas drawn from more than one \*summarising the main ideas drawn from more than one and correcting inaccurate reading paragraph and summarising these paragraph and summarising these paragraph, identifying key details to support the main ideas |
| **Inference** | \*discussing the significance of the title and events \*making inferences on the basis of what is being said and \*drawing inferences such as inferring characters’ feelings, \*drawing inferences such as inferring characters’ feelings, \*drawing inferences such as inferring characters’ feelings, \*drawing inferences such as inferring characters’ feelings,  \*making inferences on the basis of what is being said and done thoughts and motives from their actions, and justifying thoughts and motives from their actions, and justifying thoughts and motives from their actions, and justifying thoughts and motives from their actions, and justifying done \*answering and asking questions inferences with evidence inferences with evidence inferences with evidence inferences with evidence |
| **Prediction** | \*predicting what might happen on the basis of what has \*predicting what might happen on the basis of what has \*predicting what might happen from details stated and \*predicting what might happen from details stated and \*predicting what might happen from details stated and \*predicting what might happen from details stated and  been read so far been read so far implied implied implied implied |
| **Authorial**  **Intent** | \*discussing words and phrases that capture the reader’s \*discussing words and phrases that capture the reader’s \*identifying how language, structure and presentation \*identifying how language, structure and presentation  interest and imagination interest and imagination contribute to meaning contribute to meaning  \*identifying how language, structure, and presentation \*identifying how language, structure, and presentation \*discuss and evaluate how authors use language, including \*discuss and evaluate how authors use language, including contribute to meaning contribute to meaning figurative language, considering the impact on the reader figurative language, considering the impact on the reader |
| **Non-fiction** | \*being introduced to non-fiction books that are structured in \*retrieve and record information from non-fiction \*retrieve and record information from non-fiction \*distinguish between statements of fact and opinion \*distinguish between statements of fact and opinion  different ways \*retrieve, record and present information from non-fiction \*retrieve, record and present information from non-fiction |
| **Discussing reading** | \*participate in discussion about what is read to them, taking \*participate in discussion about books, poems & other works \*participate in discussion about both books that are read to \*participate in discussion about both books that are read to \*recommending books that they have read to their peers, \*recommending books that they have read to their peers,  turns and listening to what others say that are read to them & those that they can read for them and those they can read for themselves, taking turns them and those they can read for themselves, taking turns giving reasons for their choices giving reasons for their choices  \*explain clearly their understanding of what is read to them themselves, taking turns and listening to what others say and listening to what others say and listening to what others say \*participate in discussions about books, building on their \*participate in discussions about books, building on their  \*explain and discuss their understanding of books, poems own and others’ ideas and challenging views courteously own and others’ ideas and challenging views courteously and other material, both those that they listen to and those \*explain and discuss their understanding of what they have \*explain and discuss their understanding of what they have that they read for themselves read, including through formal presentations and debates, read, including through formal presentations and debates,  \*provide reasoned justifications for their views \*provide reasoned justifications for their views |

Objectives for Year 3 and Year 4 are and so are reprinted identically. Objectives for Year 5 and Year 6 are and so are reprinted identically.

[***www.primarycurriculum.me.uk***](http://www.primarycurriculum.me.uk)*Objectives reprinted under Open Government Licence*