

Saint Bernadette's Catholic Primary School

Progression Document Reading skills



Growing Together in Faith, Love and Learning...

By Alison Wells

Nursery

Autumn

Phase 1 Phonics / Reading


Begin to develop phonological awareness

- ⇒ Join in with Phase 1 activities, aspects 1 to 6
 - Distinguish between different sounds:
 - Environmental Sounds
 - Instrumental Sounds
 - Body Percussion
 - Rhythm and rhyme: **begin to** develop awareness of words that sound the same
 - Alliterative activities, begin to identify words starting with the same phoneme within names
 - Explore and copy different voice sounds

Begin to understand some of the five key concepts about print:

- ⇒ Handle books carefully & correctly
- ⇒ Name some book parts ... *front cover, back cover, page, title*
- ⇒ Print has meaning □ familiar logos □ environmental labels with photograph
- ⇒ Understand print is read left to right .

Enjoy sharing a book with an adult

- ⇒ One to one  Fiction and non-fiction
- ⇒ Small group time

Begin to read own name with visual support

⇒

Spring

Phase 1 Phonics / Reading

Continue to develop phonological awareness

- ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds:
 - Environmental
 - Instrumental
 - Body Percussion
 - Rhythm and rhyme: develop awareness of words that sound the same
 - Tune into alliterative words, **begin to** identify / hear **some** initial phonemes in words
 - Explore and begin to talk about different voice sounds
 - **Begin to** participate in oral blending/segmenting activities
 - Clap syllables in own name

Begin to engage in conversations about stories and **non-fiction texts**, learning new vocabulary

Continue to develop an understand the five key concepts about

print:

- ⇒ Handle books carefully & correctly
- ⇒ Name some book parts *title / blub*
- ⇒ Print has meaning – recognise some new logos
- ⇒ **Begin to** understand what a word / letter is ... *letter / word*
- ⇒ Follow print left to right and **begin to** use 1:1 correspondence
- ⇒ Know where to start reading ... *first*

Read own name without visual support

Summer

Phase 1 Phonics / Reading

Develop phonological awareness

- ⇒ Join in with P1 activities, aspects 1 to 7
 - Listen, remember & talk about different sounds with increasing vocabulary: □ Environmental □ Instrumental □ Body Percussion
 - Talk about rhyming words and **begin to** create rhyming strings
 - Hear and say initial sounds in words
 - Explore and talk about different voice sounds, enunciating some phoneme correctly
 - Participate in oral blending/segmenting activities
 - Clap syllables in words

Engage in extended conversations about stories and **nonfiction texts**, learning & using new vocabulary

Introduction to Sounds~Write Lessons

Use the five key concepts about print:

- ⇒ Identify a word in a sentence and understand it carries meaning
- ⇒ Identify a letter in a word
- ⇒ Name parts of book and show awareness of page number ... *page number*
- ⇒ **Continue to** develop understanding of word / letter
- ⇒ Follow print, know it is read from top to bottom & use 1:1 correspondence

Read own name in a variety of fonts/context

Reception

Educational Programme: It is crucial to develop a life-long love of reading. Reading consists of two dimensions: language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn

Reading: Comprehension / Word Reading

- Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.
 - Recall key events ... event
 - Talk about main characters... character, beginning, middle, end
- Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Understand the five key concepts about print, with a focus on - Left to right, 1-1 correspondence ... word, letter, first / last.
- To develop 1-1 correspondence when reading- tracking
- To be aware of when to continue to read onto a line – ‘return sweep’
- Continue to develop **Phase 1** phonological awareness, focusing on Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... blending, segmenting
- **Sounds~Write Initial Code- Unit1 -7 (a-z, ff,ll,ss,zz) ... phoneme, grapheme (spelling), Say the sound for: For each letter of the alphabet.**
- Blend sounds into words, so that they can read short words made up of known GPCs
-□ VC words □ CVC words
- Begin to read a few common exception words matched to the school’s phonic programme I, go, to, the, no, into ... tricky words
- Begin to read simple phrases / sentences - **Apply Initial Code Units 1-7**
- Read pink guided reading books aligned to phonic knowledge
- Phonics – Read words ending in s

Spring

Reading: Comprehension / Word Reading

- Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...fiction, non-fiction, set
 - Retell story in small world / role play (in correct sequence) ...beginning, middle, end, set
 - Take on role of character using some story language
 - Talk about likes and dislikes of texts, rhymes and poems
 - Choose a book and begin to explain why ...because
- Begin to anticipate - where appropriate - some key events in stories ...predict / prediction
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment – To know when sentences don’t make sense
- To know where the beginning and end of a sentence is.
- Continue to develop **Phase 1** phonological awareness, focusing on Oral blending and segmenting

Sounds~Write – Initial Code – Unit 8 – 10 (vcc, cvcc, ccvc,ccvcc, cvccc and cccvc)

Begin to read words consistent with their **Initial Code phonic knowledge** - **vcc, cvcc, ccvc,ccvcc, cvccc and cccvc words.**

- Read some common exception words matched to the school’s phonic programme - he, she, me, be, we, was (plus see Autumn words)
- **Read simple phrases / sentences -Apply Initial Code Units 8-11**
- Read red guided reading books aligned to phonic knowledge

Summer

Reading: Comprehension / Word Reading

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...sequence
- Anticipate-where appropriate-key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
 - Begin to notice some relationships between one text and another
 - Begin to comment on perceived links with own life experience or other experiences, e.g. films, books
- **Sounds~Write Initial Code – Unit 11** Say the sound for each letter of the alphabet and for at least 10 digraphs
- **Sounds~Write Consolidation Briding Lessons for Y1 (/k/: < c >, < k >, < ck > /ch/: < ch >, < tch > /w/: < w >, < wh >)**
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (approximately yellow book band – instructional level)
 - you, they, all, are, my, her (plus see Autumn/Spring words)

Early Learning Goals

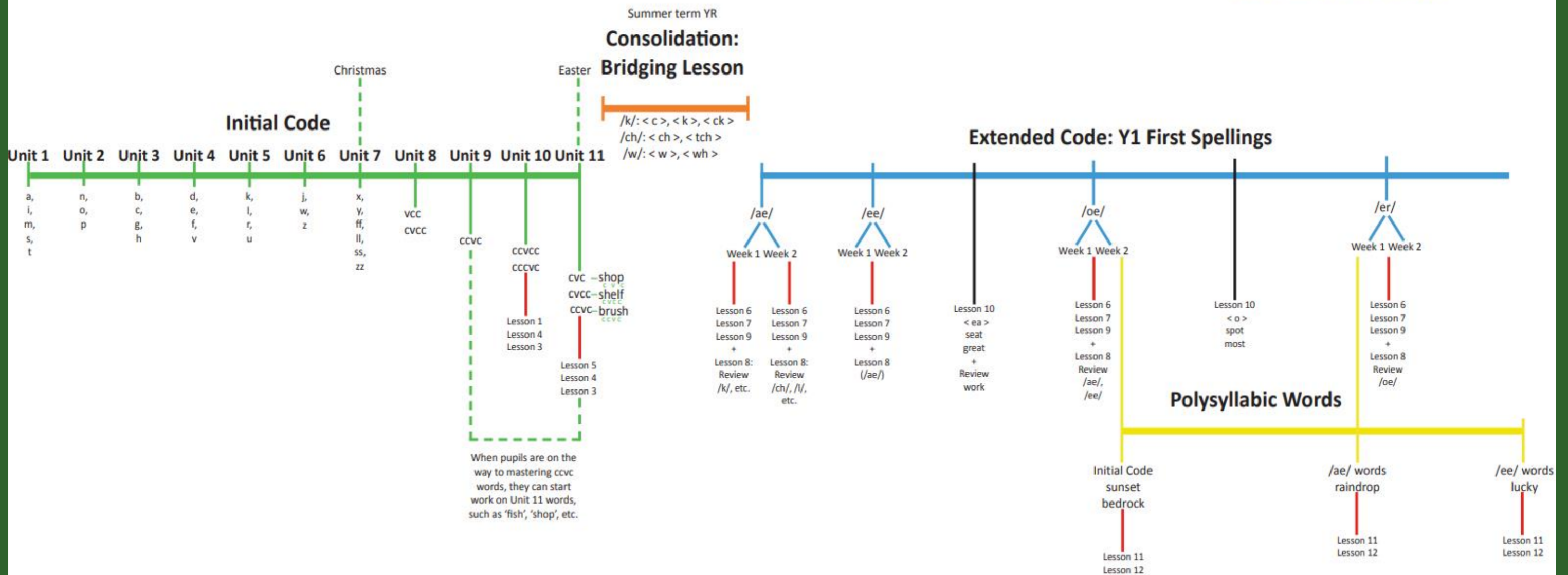
Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



SOUNDS - WRITE
First Rate Phonics

Sounds-Write Timeline UK



Year 1

* See Sounds-Write Timeline.



Decode

Speedily read all basic phonemes/graphemes*

Read accurately by blending known GPCs*

Read common suffixes.*

Read exception words.*

Read multi-syllable words containing know GPDs*

Read contractions and understand the use of an apostrophe.

Retrieve

Retrieve information from fiction and nonfiction.

Infer

Make inference on the basis of what is being said or done.

Predict what might happen based on reading so far.

Choice/Authorial Intent

Discuss words and clarify their meaning.

Discuss the significance of title and events.

Listen and Discuss

Listen to, discuss and express views about a range of poetry, stories and non-fiction.

Answer and ask appropriate questions.

Perform

Learn some poems by heart and recite them to an audience.

By Alison Wells



Decode

Read fluently using decoding skills.*

Read accurately by blending, including alternative sounds for graphemes.*

Read common suffixes.

Read exception words.

Read most words quickly and accurately without overt sounding and blending.

Retrieve

Locate information using **skimming, scanning and text marking**/highlighting.

Show understanding of **main points** with reference to the text.

Extract information from the text and make notes using quotation and reference to the text.

Infer

Infer reasons for actions and events based on evidence from the text.

Explore underlying themes and ideas making clear reference to the text.

Make plausible **predictions** based on knowledge of the text

Choice/Authorial Intent

Identify the features of different text-types.

Understand how paragraphs are used to order and build up ideas.

Comment on the choice of **words** to create moods and build tension.

Identify unknown **words** and discuss their meaning.

Listen and Discuss

Listen to, discuss and express views about a range of poetry, stories and non-fiction.

Answer and ask appropriate questions.

Perform

Learn some poems by heart and recite them to an audience.

Year 3



Decode

Use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.

Have an awareness that some words sound different to how they are spelt.

Retrieve

Skim, scan and text-mark/highlight quickly and efficiently to retrieve information.

Show understanding of significant ideas, themes, events and characters.

Orally at first then in writing, **summarise** the main points from a passage or a text.

Identify key points and **main idea** when reading an appropriate text.

Infer

Infer meaning using evidence from the text and wider experiences.

Use clues from action, dialogue and description to establish meaning.

Make reasoned judgements on characters' actions.

Justify **predictions** by referring to the text.

Identify implicit and explicit points of view. (Implicit is indirectly stated or implied. Explicit is directly stated and spelled out.)

Choice/Authorial Intent

Identify features of different fiction genres.

Identify structures and grammatical features of non-fiction.

Comment upon the use and effect of author's word choice.

Find and comment on examples of how authors express different moods, feelings and attitudes.

Review and Discuss

Participate in discussion about books I have read and have heard read.

Discuss my understanding of what I have read, including through formal presentations and debates,

Provide reasoned justification for my views.

Perform

Prepare and perform poems and plays, using intonation, tone, volume and action

Year 4



Decode

Use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.

Have an awareness that some words sound different to how they are spelt.

Retrieve

Secure use of **skimming, scanning** and text-marking/highlighting to retrieve information.

Extract information from the text and make notes using quotation and reference to the text..

Identify key points when reading an appropriate text.

Orally and in writing, **summarise** the main points from a passage or a text

Infer

Infer meaning using evidence from the text and wider experiences.

Explain and comment on implicit and explicit points of view. (Implicit is indirectly stated or implied. Explicit is directly stated and spelled out.)

Discuss messages, moods, feelings and attitudes using inference and deduction.

Refer to the text to support **predictions** and opinions (Point + Evidence)

Refer to the text to support inference and deduction (Point + Evidence)

Choice/Authorial Intent

Describe, with examples, how the author has chosen a range of **words** (vocabulary) to convey different messages, moods, feelings and attitudes.

Identify and comment on expressive, figurative and descriptive **word** choice to create effect.

Identify the style of individual writers and poets and provide examples from a range of texts.

Identify unknown **words** and seek out their meaning.

Review and Discuss

Participate in discussion about books they have read and have heard read.

Discuss understanding of what they have read, including through formal presentations and debates,

Provide reasoned justification for views.

Perform

Prepare and perform poems and plays, using intonation, tone, volume and action

Year 5



Decode

Use my existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
Have an awareness that some words sound different to how they are spelt.

Retrieve

Secure use of **skimming, scanning** and text-marking/highlighting to retrieve information.
Confidently **retrieve** information from the text and make notes using quotation and reference to the text.
Identify key points and **main ideas** when reading an appropriate text.
Produce written **summaries** of the main points from a passage or a text.

Infer

Continue to infer meaning using evidence from the text and wider experiences.
Refer to the text to support **inference and deduction** (Point + Evidence + Explanation)
Refer to the text to support **predictions** and opinions (Point + Evidence + Explanation)
Compare and contrast implicit and explicit points of view. (Implicit is indirectly stated or implied. Explicit is directly stated and spelled out.)
Compare and contrast messages, moods, feelings and attitudes using inference and deduction.

Choice/Authorial Intent

Identify unknown **words** and seek out their meaning using context clues, discussion and dictionaries.
Describe, with examples, how the author has chosen **a range of vocabulary** to convey different messages, moods, feelings and attitudes.
Identify and evaluate the author's use of expressive, figurative and descriptive **word choice** to create effect.
Comment on the genre-specific **language features** the author has used to convey information in a non-fiction text.

Review and Discuss

Participate in discussion about books they have read and have heard read.
Discuss understanding of what they have read, including through formal presentations and debates,
Provide reasoned justification for views.

Perform

Prepare and perform poems and plays, using intonation, tone, volume and action

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Year 6



Decode

Use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.

Have an awareness that some words sound different to how they are spelt.

Retrieve

Secure use of **skimming**, **scanning** and text-marking/highlighting to retrieve information.

Confidently **retrieve** information from the text and make notes using quotation and reference to the text.

Identify key points and **main ideas** when reading an appropriate text.

Produce written **summaries** of the main points from a passage or a text.

Infer

Continue to infer meaning using evidence from the text and wider experiences.

Refer to the text to support **inference and deduction** (Point + Evidence + Explanation)

Refer to the text to support **predictions** and opinions (Point + Evidence + Explanation)

Compare and contrast implicit and explicit points of view. (Implicit is indirectly stated or implied. Explicit is directly stated and spelled out.)

Compare and contrast messages, moods, feelings and attitudes using inference and deduction.

Choice/Authorial Intent

Identify unknown **words** and seek out their meaning using context clues, discussion and dictionaries.

Describe, with examples, how the author has chosen **a range of vocabulary** to convey different messages, moods, feelings and attitudes.

Identify and evaluate the author's use of expressive, figurative and descriptive **word choice** to create effect.

Comment on the genre-specific **language features** the author has used to convey information in a non-fiction text.

Review and Discuss

Participate in discussion about books they have read and have heard read.

Discuss understanding of what they have read, including through formal presentations and debates,

Provide reasoned justification for views.

Perform

Prepare and perform poems and plays, using intonation, tone, volume and action