

Owston Park Primary Academy

Reading

Progression of Skills

| Oracy and Vocabulary | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Sentence stems</p> <p>I like... I don't like... One day... Next... In the end... I think...because...</p> | <p>Sentence stems</p> <p>I like/don't like...because... I think...happened because... I feel that... Next time I... First, next... I agree/disagree because...</p> | <p>Sentence stems</p> <p>I think...because... They are similar/different because... I know this because... I found... Next time I could... It was interesting because... I like the part where... I predict that...</p> | <p>Sentence stems</p> <p>An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that... According to the text... The author suggests that...</p> | <p>Sentence stems</p> <p>According to the text... The author suggests that... An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...</p> | <p>Sentence stems</p> <p>According to the text... The author suggests that... In my opinion... I have two main reasons for... In some ways... Another feature... However they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion...</p> | <p>Sentence stems</p> <p>On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration/reflection... In summary... The consequences of...</p> |
| <p>Vocabulary</p> <p>Word, letter, sentence, page, story, tale, poem</p> | <p>Vocabulary</p> <p>author, fiction, non-fiction, rhyme, story</p> <p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> | <p>Vocabulary</p> <p>Setting, plot, illustrator, character, alliteration, rhythm, beats, simile, narrator, chapter, pattern</p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense(past, present),</p> | <p>Vocabulary</p> <p>Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person</p> <p>Preposition, conjunction, word family, word class, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</p> | <p>Vocabulary</p> <p>Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings</p> <p>Determiner, pronoun, possessive pronoun, adverbial</p> | <p>Vocabulary</p> <p>Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> | <p>Vocabulary</p> <p>Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mod, style, parody, cliché, biography, autobiography, tragedy, comical</p> <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen,</p> |

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| | | apostrophe, comma, word class | | | | hyphen, semi-colon, bullet points |
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| Text Types and Genres | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Traditional and fairy tales Stories with predictable and patterned language | Traditional and fairy tales Stories with predictable and patterned language Stories with familiar settings Character/setting descriptions | Fairy tales (orally) Traditional stories Different stories by the same author Character/setting descriptions Extended stories Stories from other cultures | Stories with familiar settings Myths and legends Adventure and mystery Dialogue and plays Character descriptions Setting descriptions Poetry | Stories with a historical setting Stories which raise issues or dilemmas Stories set in an imaginary world Stories from other cultures Play scripts Narrative writings from different viewpoints Poetry | Fables, myths and legends Stories from other cultures Film narrative Play scripts Diary writing Significant authors Classic fiction Poetry | Stories with flashbacks Reading and writing narrative Setting descriptions Diary Classic fiction |
| Labels, lists and captions Information texts | Instructions Labels, lists and captions Letters Information texts Invitations Diary Recounts | Reports Information texts Recounts Lists Instructions Fact writing | Instructions Information texts Formal letters Information texts Reports Recounts | Information texts Instructions Newspaper articles Persuasive texts Explanation texts Informal/formal letters Recount Note writing Leaflets | Reports Explanation texts Recounts Persuasive writing Letters | Autobiographies Biographies Arguments Formal/impersonal writing Letters Persuasive writing Recounts Non-chronological reports Explanations |
| Nursery rhymes, traditional rhymes and poems | Use the senses Pattern and rhyme | Poems on a theme Using the senses Pattern and rhyme | Poems to perform Language play | Poems to perform Creating images Exploring form Language play | Poetic style Narrative poetry Performance poetry | The power of imagery Narrative poetry |

| Encouraging a love of reading (library time to be added) | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Children to be read to at least twice during the school day | Children to be read picture books to at least once during the school day. | Children to be read picture books to at least once during the school day, moving on to simple chapter books. | Children to be read to from chapter books for at least 10 minutes during the school day. | Children to be read to from chapter books for at least 10 minutes during the school day. | Children to be read to from chapter books for at least 10 minutes during the school day. | Children to be read to from chapter books for at least 10 minutes during the school day. |

| Phonics, decoding and spelling | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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 phonics 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 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 increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* | To read most word 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 Y5/6 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. |
| To read some common exception words (RWI) | 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 where these occur in the word. | To begin to read Y3/4 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 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. |

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| Fluency, understanding and correcting accuracies | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To read and understand simple sentences. | To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. | To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. | Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation. Recognise punctuation, pausing at key moments. | Read clearly and apply punctuation accurately. Use expression and intonation with a growing awareness of the audience and purpose. Word reading should also support the development of vocabulary. | Read fluently, using punctuation, expression and intonation of a growing vocabulary, showing an awareness of the intended audience and purpose. | Use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose. |

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| | To reread texts to build up fluency and confidence in word reading. | 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. | | | | |
| | To check that a text makes sense to them as they read and to self-correct. | To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. | To check that the text makes sense to them as they read and to correct inaccurate reading. | To check that the text makes sense to them as they read and to correct inaccurate reading. | To check that the text makes sense to them as they read and to correct inaccurate reading. | To check that the text makes sense to them as they read and to correct inaccurate reading. |

| Comprehension | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 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. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). | To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To 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. To identify main ideas drawn from | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal |

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| | | <p>items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> | | <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise.</p> | <p>more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> | <p>presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> |
| <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> | <p>To discuss word meaning and link new meanings to those already known.</p> | <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> | <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.</p> | <p>Discuss vocabulary used to capture readers' interest and imagination.</p> | <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> |
| <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> | <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> | <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p> | <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> | <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> | <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> |

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| <p>To know that information can be retrieved from books and computers.</p> | <p>Select non-fiction books for different purposes.</p> | <p>To recognise that non-fiction books are often structured in different ways.</p> | <p>To retrieve and record information from non-fiction texts.</p> | <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p> | <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To retrieve, record and present information from non-fiction texts.</p> | <p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> |
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