



St Marie's Progression of skills for Reading- Key Stage 1 & 2

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD	<p>Use phonics to read words.</p> <p>Say the sound for each letter and letter blend (all 40+ sounds).</p> <p>Read unfamiliar words by blending the sounds learnt.</p> <p>Read common exception words (know why they are unusual).</p> <p>Read words with sounds learnt and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words (using sounds learnt) with more than one syllable.</p> <p>Read words with contractions, understanding that the apostrophe takes the place of the missing letter(s).</p>	<p>Use phonics to read until my reading is fluent.</p> <p>Read accurately by blending the sounds learnt, recognising how the same letters can sometimes give different sounds.</p> <p>Read words with two syllables or more by blending the sounds learnt.</p> <p>Read words with common suffixes.</p> <p>Read more common exception (know why they are unusual).</p> <p>Read most words quickly and accurately (without too much sounding out when I have seen words often enough).</p>	<p>Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet.</p> <p>Read a wide range of exception words (and know why they are unusual).</p>	<p>Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet.</p> <p>Read a wide range of exception words (and know why they are unusual).</p>	<p>Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet.</p>	<p>Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet.</p>



St Marie's Progression of skills for Reading- Key Stage 1 & 2

<p>COMPREHENSION</p> <p>ON THE LINES</p>	<p>Check the text makes sense when reading and correct mistakes.</p> <p>Use what already known, background information and vocabulary provided by the teacher.</p> <p>Explain clearly understanding of text read by teacher.</p> <p>Discuss thoughts about a wide range of poetry, stories and non-fiction that are difficult to read independently.</p> <p>Discuss the meaning of the title and the importance of events.</p>	<p>Check the text makes sense when reading and correct mistakes.</p> <p>Use what already known, background information and vocabulary provided by the teacher.</p> <p>Explain and discuss understanding of books, poems and other texts.</p> <p>Discuss thoughts about a wide range of poetry, stories and non-fiction that are difficult to read independently.</p> <p>Answer and ask questions.</p> <p>Discuss the sequence of events in books and how details link with each other.</p>	<p>Find and record information from fiction and non-fiction.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Find and record information from fiction and non-fiction.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Find, record and present information from non-fiction.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details that support the main ideas.</p>	<p>Find, record and present information from non-fiction.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details that support the main ideas.</p>
--	--	--	---	---	--	--



St Marie's Progression of skills for Reading- Key Stage 1 & 2

<p>COMPREHENSION</p> <p>BETWEEN THE LINES</p>	<p>Work out what is being suggested (inferred) by what is said and done in the text.</p> <p>Link reading to own experiences.</p> <p>Discuss new words, linking meaning to words already known.</p> <p>Predict what might happen next.</p>	<p>Make inferences on the basis of what is being said and done in the text.</p> <p>Clarify the meaning of new words (linking their meaning to words already known) and discuss favourite words and phrases.</p> <p>Predict what might happen next.</p>	<p>Draw inferences: inferring characters' feelings, thoughts and motives for their actions) and back them up with evidence.</p> <p>Explain the meaning of words in context.</p> <p>Predict what might happen next.</p>	<p>Draw inferences: inferring characters' feelings, thoughts and motives for their actions) and back them up with evidence.</p> <p>Explain the meaning of words in context.</p> <p>Predict what might happen next.</p>	<p>Discuss my understanding of a text and explore the meaning of words in context. Predict what might happen from details stated and implied.</p>	<p>Discuss my understanding of a text and explore the meaning of words in context. Predict what might happen from details stated and implied.</p>
<p>COMPREHENSION</p> <p>OUTSIDE THE LINES</p>	<p>Recognise and join in with repeated phrases.</p>	<p>Read non-fiction books that are structured in different ways.</p> <p>Recognise simple language that is repeated in stories and poetry.</p>	<p>Identify how structure and presentation contribute to meaning.</p>	<p>Identify how structure and presentation contribute to meaning.</p>	<p>Identify how structure and presentation contribute to meaning.</p>	<p>Identify how structure and presentation contribute to meaning.</p>



St Marie's Progression of skills for Reading- Key Stage 1 & 2

<p>COMPREHENSION</p> <p>BEYOND THE LINES</p>			<p>Identify how language contributes to meaning.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Identify how language contributes to meaning.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Identify how language contributes to meaning.</p> <p>Discuss and evaluate how authors use language (including figurative language), considering impact on the reader.</p> <p>Identify the difference between statements of fact and opinion.</p> <p>Make comparisons within and across books.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Identify how language contributes to meaning.</p> <p>Discuss and evaluate how authors use language (including figurative language), considering impact on the reader.</p> <p>Identify the difference between statements of fact and opinion.</p> <p>Make comparisons within and across books.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>
--	--	--	---	---	--	--



St Marie's Progression of skills for Reading- Key Stage 1 & 2

COMPREHENSION	<p>Use phonics to read out loud accurately.</p> <p>Re-read books to build up my fluency and confidence in word reading</p> <p>Begin to know and re-tell some stories, fairy tales and traditional tales.</p> <p>Enjoy rhymes and poems and recite some by heart.</p> <p>Discuss what is read in class, taking turns and listening to others.</p>	<p>Use phonics to read out loud accurately, sounding out new words accurately and with little hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Know and re-tell a wider range of stories, fairy tales and traditional tales.</p> <p>Learn more poems by heart and change the tone of my voice to make meaning clear.</p> <p>Take part in discussion about books, poems and other texts, taking turns and listening to the views of others.</p>	<p>Ask questions to improve understanding of a text.</p> <p>Read a wide range of books, including fairy stories, myths and legends, and retell some of these.</p> <p>Select appropriate reading material for a task across the curriculum.</p> <p>Use a dictionary to check the meaning of words I have read.</p> <p>Discuss a wide range of fiction, poetry, plays, non-fiction & reference books.</p> <p>Build on others' ideas and opinions about a text in discussion.</p> <p>Discuss and note down words that the author has used to capture the reader's interest and imagination.</p>	<p>Ask questions to improve understanding of a text.</p> <p>Read a wide range of books, including fairy stories, myths and legends, and retell some of these.</p> <p>Select appropriate reading material for a task across the curriculum.</p> <p>Use a dictionary to check the meaning of words I have read.</p> <p>Discuss a wide range of fiction, poetry, plays, non-fiction & reference books.</p> <p>Build on others' ideas and opinions about a text in discussion.</p> <p>Discuss and note down words that the author has used to capture the reader's interest and imagination.</p>	<p>Ask questions to improve my understanding of a text.</p> <p>Read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Become increasingly familiar with a wide range of books, including myths, legends & traditional stories, modern fiction and books from other cultures.</p> <p>Recommend books read to peers, giving reasons for my choices.</p> <p>Select appropriate reading material and read for a range of purposes across the curriculum.</p>	<p>Ask questions to improve my understanding of a text.</p> <p>Read/discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Become increasingly familiar with a wide range of books, including myths, legends & traditional stories, modern fiction and books from other cultures.</p> <p>Recommend books read to peers, giving reasons for my choices.</p> <p>Select appropriate reading material and read for a range of purposes across the curriculum.</p>
----------------------	--	---	--	--	--	--



St Marie's Progression of skills for Reading- Key Stage 1 & 2

			<p>Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p> <p>Show understanding through tone, volume and action when reading out/ performing own poems and play scripts.</p>	<p>Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p> <p>Show understanding through tone, volume and action when reading out/ performing own poems and play scripts .</p>	<p>Build on others' ideas and opinions about a text in discussion and challenge views courteously.</p> <p>Provide sensible explanations for views.</p> <p>Explain and discuss my understanding of texts (including through formal presentations and debates), maintaining a focus on the topic and using notes where appropriate.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, using tone and volume to ensure the meaning is clear to an audience.</p>	<p>Build on others' ideas and opinions about a text in discussion and challenge views courteously.</p> <p>Provide sensible explanations for views.</p> <p>Explain and discuss my understanding of texts (including through formal presentations and debates), maintaining a focus on the topic and using notes where appropriate.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, using tone and volume to ensure the meaning is clear to an audience.</p>
--	--	--	---	--	--	--