

Key Components For Progression In Reading St Mary's Church of England Primary School

When children start Year 2, they should be able to:

<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes. 	<ul style="list-style-type: none"> Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) 	<ul style="list-style-type: none"> Read aloud accurately books that are consistent with their developing phonic knowledge.
<ul style="list-style-type: none"> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> Check that the text makes sense to them as they read and correcting inaccurate reading. 	<ul style="list-style-type: none"> Discuss events within the story.
<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales. 	<ul style="list-style-type: none"> Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

It is important that these skills are embedded for automaticity as early as possible into Year 2 if not already. This should inform intervention teaching alongside the quality first teaching of Y2 objectives.

When children start Year 3, they should be able to:

<ul style="list-style-type: none"> Decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation. Read accurately by blending the sounds in words, recognising alternative sounds for graphemes. 	<ul style="list-style-type: none"> Read accurately most words of two or more syllables. 	<ul style="list-style-type: none"> Read most words containing common suffixes. 	<p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> read words accurately (90-95% accuracy) and fluently without overt sounding and blending, e.g. at over 90 words per minute.
<ul style="list-style-type: none"> Read most common exception words. 	<ul style="list-style-type: none"> Sound out most unfamiliar words accurately, without undue hesitation. 	<ul style="list-style-type: none"> 	

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<ul style="list-style-type: none"> • Check it makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> • Answer questions and make some inferences on the basis of what has been read so far. 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say. 	
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It is important that these skills are embedded for automaticity as early as possible into Year 3 if not already. This should inform intervention teaching alongside the quality first teaching of Y3 objectives.

When children start Year 4, they should be able to:

<ul style="list-style-type: none"> • Read an age appropriate book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. 	<ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, drawing inferences about the characters' feelings, thoughts and motives from their actions. 	Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	
<ul style="list-style-type: none"> • Draw on contextual evidence to make sense of what is read. 	<ul style="list-style-type: none"> • Make basic comparisons within and across different texts and justify their views about a book written at an age-appropriate level. 	<ul style="list-style-type: none"> • Decode most new words outside the spoken vocabulary; read longer words with support and test out different pronunciations. 	
<ul style="list-style-type: none"> • Ask questions to enhance understanding of the text. 	<ul style="list-style-type: none"> • Make predictions based on details stated and implied. 	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words they have read. • Retrieve and record information from non-fiction. 	

It is important that these skills are embedded for automaticity as early as possible into Year 4 if not already. This should inform intervention teaching alongside the quality first teaching of Y4 objectives.

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When children start Year 5, they should be able to:

<ul style="list-style-type: none"> Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. 	<ul style="list-style-type: none"> Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity. 	<ul style="list-style-type: none"> Attempt to match what they decode to words they may have already heard but may not have seen in print eg in reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar but /teknɪkəl/ ('teknical') should.
<ul style="list-style-type: none"> Summarise and present a familiar story in their own words. 	<ul style="list-style-type: none"> Comment on how language, including figurative language, is used to contribute to meaning. 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction.
<ul style="list-style-type: none"> Explain and justifies personal opinion. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise them. 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that have been read.

It is important that these skills are embedded for automaticity as early as possible into Year 5 if not already. This should inform intervention teaching alongside the quality first teaching of Y5 objectives.

When children start Year 6, they should be able to:

<ul style="list-style-type: none"> Reading should demonstrate increasing fluency across all subjects and not just in English. 	<ul style="list-style-type: none"> A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect. 	<ul style="list-style-type: none"> Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. 	<p>Use reading strategies to work out any unfamiliar word;</p> <ul style="list-style-type: none"> accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension.
<ul style="list-style-type: none"> Explain how language, structure, and presentation, can contribute to the meaning of a text. 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> becoming increasingly familiar with a wide range of books including myths, legends and 	

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	details that support the main ideas.	traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
<ul style="list-style-type: none"> • Make predictions based on details stated and implied. 	<ul style="list-style-type: none"> • Make comparisons within and across different texts. 	<ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. 	<ul style="list-style-type: none"> • Provide reasoned justifications for their views about a book.
<p>It is important that these skills are embedded for automaticity as early as possible into Year 6 if not already. This should inform intervention teaching alongside the quality first teaching of Y6 objectives.</p>			