

Reading Progression of Skills: Year 1 - 6

Our Vision

At Park Lane we strive to develop reading skills with our pupils in order to improve their life chance, provide them with life skills and to promote reading for pleasure and enjoyment. We thoroughly believe that reading can open doors for our pupils and can help them to gain experience, improve language and vocabulary skills and stimulate their imaginations.

We aim to create confident readers who have good independent learning skills and develop a range of interests through their love of reading. Reading for pleasure contributes to educational success: our journey to success focuses on developing a life-long love of reading and equipping our pupils for the next stage of their journey.

Every child is taught a range of strategies to support their development to become a confident, independent reader. Children are encouraged to draw on all of these strategies from the onset to make sense of a text. Exploring texts with adults, and their peers, really is just the beginning for our children. They become fluent, expressive readers: are confident to take risks with their reading skills: and enjoy reading, discussing and recommending books.

Teachers nurture a love of books by introducing them with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the book is explored. Teachers use high quality texts in all aspects of the curriculum and provide opportunities that extend and enrich the children's learning. Reading at home is an essential part of learning to read; children are encouraged to read regularly at home and engage in book talk within school, in our 'Reading Hubs' and the school library. It is these skills and opportunities we believe give our children the necessary skills to become thoughtful and confident readers for life.

| Year 1 | |
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| Word Recognition | <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes for all phonemes. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - Read common exception words. - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - Read other words of more than one syllable that contain GPCs. - Read words with contractions. - Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. - Re-read these books to build up their fluency and confidence in word reading. |
| Comprehension | <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear read to their own experience. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognising and joining in with predictable phases. - Learning to appreciate rhymes and poems and to recite some by heart. - Discussing word meanings linking new meanings to those already known. - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Discussing the significance of the title and events. - Making inference on the basis of what is being said and done. - Predicting what might happen on the basis of what has been read so far. - Participate in discussion about what is read to them taking turns and listening to what others say. - Explain clearly the understanding of what is read to them. |

| Year 2 | |
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| Word Recognition | <ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising attentive sounds for graphemes. - Read further common exception words noting unusual correspondence between spelling and sound and where these occur in the word. - Read accurately words of two or more syllables that contain the taught GPCs. - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. - Read aloud books closely matched to their improving phonic knowledge, sounding and unfamiliar words accurately, automatically and without undue hesitation. - Re-read these books to build up their fluency and confidence in word reading. - Read words containing common suffixes. |
| Comprehension | <ul style="list-style-type: none"> - Developing pleasure in reading, motivation to read, and understanding. - Listening to discussing and expressing views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. - Discussing the sequence of events in books and how items of information are related. - Becoming increasingly familiar with a retelling a wider range of stories and poems. - Discussing their favourite words and phrases. - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. - Being introduced to non-fiction books that are structured in different ways. - Discussing and clarifying the meaning of words, linking new meanings to know vocabulary. - Understand both the books they can already read accurately and fluently and those they listen to. - Drawing on what they already know or on background information and vocabulary provided by the teacher. |

| Year 3 | |
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| Word Recognition | <ul style="list-style-type: none"> - Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word. - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. |
| Comprehension | <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Using dictionaries to check the meaning of words that they have read. - Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally. - Discussing words and phrases that capture the reader's interest and imagination. - Identifying themes and conventions in a wider range of books. - Recognising some different forms of poetry. - Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action. - Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. - Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Ask questions to improve their understanding of the text. - Identifying main ideas drawn from more than one paragraphs and summarise these. - Identify how language, structure and presentation contribute to meaning. - Retrieve and record information from non-fiction. - Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say. |

| Year 4 | |
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| Word Recognition | <ul style="list-style-type: none"> - Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word. - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. |
| Comprehension | <ul style="list-style-type: none"> - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Using dictionaries to check the meaning of words that they have read. - Increasing their familiarity with a wide range of books, including fairy tales, myths, legends, and retelling of some of these orally. - Discussing words and phrases that capture the reader's interest and imagination. - Identifying themes and conventions in a wider range of books. - Recognising some different forms of poetry. - Preparing poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action. - Checking that the text makes sense to them, discussing their understanding and exploring the meaning of the words in context. - Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Ask questions to improve their understanding of the text. - Identifying main ideas drawn from more than one paragraphs and summarise these. - Identify how language, structure and presentation contribute to meaning. - Retrieve and record information from non-fiction. - Participate in discussion about both books that are read to them and those that can be read by themselves, taking turns and listening to what others say. |

| Year 5 | |
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| Word Recognition | <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. |
| Comprehension | <ul style="list-style-type: none"> - Maintain positive attitudes to reading and understanding of what they have read. - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions. - Recommending books that they have read to their peers, giving reasons for their choices. - Identifying and discussing themes and conventions in and across a wide range of writing. - Making comparisons within and across books. - Learning a wider range of poetry by heart. - Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Asking questions to improve their understanding - Provide reasoned justifications for their views. - Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. - Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. |

| Year 6 | |
|-------------------------|---|
| Word Recognition | <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. |
| Comprehension | <ul style="list-style-type: none"> - Maintain positive attitudes to reading and understanding of what they have read. - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our library heritage, and books from other cultures and traditions. - Recommending books that they have read to their peers, giving reasons for their choices. - Identifying and discussing themes and conventions in and across a wide range of writing. - Making comparisons within and across books. - Learning a wider range of poetry by heart. - Preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience. - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of the words in context. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Asking questions to improve their understanding. - Provide reasoned justifications for their views. - Discuss and evaluate how authors use language, including figurative language considering the impact on the reader. - Summarising the main idea down from the more than one paragraph, identifying key details that support the main ideas. - Identifying how language, structure and presentation contribute to meaning. - Retrieve, record and present information from non-fiction. - Distinguish between statements of fact and opinion. - Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own and others ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. |