



Vernham Dean Gillum's Primary School progression of reading skills.

Skills	Year R	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
Topics include	People who help us, Marvellous me, Winter Wonderland, Green shoot and muddy boots and Chinese New Year.	Our village, Great fire of London, Africa, artic explorers, Florence Nightingale& Mary Seacole, and Toys.	Our village, Great fire of London, Africa, artic explorers, Florence Nightingale& Mary Seacole, and Toys.	Saxons, Alfred the Great, The Vikings, Stone Age, Biomes, The Roman Empire and volcanoes.	Saxons, Alfred the Great, The Vikings, Stone Age, Biomes, The Roman Empire and volcanoes.	Ancient Greece, Mountains and mountaineers, Ancient Mayans, Natural resources, Benin, Rivers and Oceans, Benin and Ancient Civilizations.	Ancient Greece, Mountains and mountaineers, Ancient Mayans, Natural resources, Benin, Rivers and Oceans, Benin and Ancient Civilizations.
Decoding Children should:	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to phonics program.</p> <p>Read simple phrases and sentences made up of words with known letter-sound</p>	<p>Apply phonic knowledge to decode words.</p> <p>Read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning including what a pronoun is.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p>	<p>Apply phonic decoding until automatic and reading is fluent.</p> <p>Read common suffixes (ed,ing,er,est,y,ment,ful,ness,less and ly)</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Y2 common exception words, noting unusual correspondences.</p> <p>Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p>



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	<p>correspondences and where necessary a few exception words. Re read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read Y1 common exception words noting unusual correspondence between spelling and sound (identifying where they appear) Read polysyllabic words containing taught GPCs.</p> <p>Develop some fluency and expression, pausing at full stops.</p>	<p>Read polysyllabic words containing above graphemes. Read most words quickly and accurately without overt sounding and blending.</p>				
<p>Range of reading child should:</p>		<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>
<p>Familiarity with texts children should.</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to and talk about stories to build</p>	<p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Recognise simple recurring literacy language in stories and poetry.</p>	<p>Become increasingly familiar with a wide range of books, including fairy and traditional tales, myths and legends and retell some of these orally.</p>	<p>Become increasingly familiar with a wide range of books, including fairy and traditional tales, myths and legends and retell some of these orally.</p>	<p>Become increasingly familiar with a wide range of books, including fairy and traditional tales, myths and legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other</p>	<p>Become increasingly familiar with a wide range of books, including fairy and traditional tales, myths and legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other</p>



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	familiarity and understanding. Re-read these books to build their confidence in word reading, their fluency and their understanding and enjoyment.			Identify themes and conventions in a wide range of books.	Identify themes and conventions in a wide range of books.	cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.	cultures and traditions. Identify and discuss themes and conventions in and across a wide range of writing.
Poetry and performance children should:	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs	Learn to appreciate rhymes and poems and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Learn 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.	Learn 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.
Word meanings children should	Learn new vocabulary. Use new vocabulary in different contexts.	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.
Understanding children should:	Listen to and talk about stories to build familiarity and understanding.	Draw on what they already know or on background information and vocabulary provided by the teacher. Be encouraged to link what they read or hear read to their own experiences. Check that the text makes sense to them as they read and	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Make links between a current book and those they have already read.	Check that the text makes sense to them as they read and correct inaccurate reading. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph	Check that the text makes sense to them as they read and correct inaccurate reading. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph	Check that the text makes sense to them as they read and correct inaccurate reading. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these.	Ask questions to improve their understanding of a text. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these.



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		correct inaccurate reading. Answer simple retrieval questions about a text and find evidence to support answers.	Check that the text makes sense to them as they read and correct inaccurate reading.	and summarise these. Identify morals and messages in a story.	and summarise these. Identify morals and messages in a story.	Identify morals and messages in a story.	Identify morals and messages in a story.
Inference children should:		Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify reasons with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify reasons with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify reasons with evidence.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify reasons with evidence.
Prediction children should		Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Authorial intent children should:				Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, figurative language and consider the impact on the reader.	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, figurative language and consider the impact on the reader.



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<p>Non-fiction children should</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction books.</p>	<p>Retrieve and record information from non-fiction books.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve and record information from non-fiction books.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve and record information from non-fiction books.</p>
<p>Discussing reading children should:</p>	<p>Engage in story time.</p>	<p>Participate in class discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves by taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves by taking turns and listening to what others say.</p>	<p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves by taking turns and listening to what others say.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously .</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously .</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>