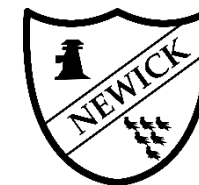


## Reading Progression at Newick School



*The highlighted sections are used to assess children working at the expected standard.*

| Aspect        | Year 1  | Year 2  | Year 3   |
|---------------|---|---|--|
| Decoding      | <ul style="list-style-type: none"><li>*apply phonic knowledge to decode words</li><li>*speedily read all 40+ letters/groups for 40+ phonemes</li><li>*read accurately by blending taught GPC</li><li>*read common exception words</li><li>*read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>*read multisyllable words containing taught GPCs</li><li>*read contractions and understanding use of apostrophe</li><li>*read aloud phonically-decodable texts</li></ul> | <ul style="list-style-type: none"><li>*secure phonic decoding until reading is fluent</li><li>*read accurately by blending, including alternative sounds for graphemes</li><li>*read multisyllabic words containing these graphemes</li><li>*read common suffixes</li><li>*read exception words, noting unusual correspondences</li><li>*read most words quickly &amp; accurately without overt sounding and blending</li></ul> | <ul style="list-style-type: none"><li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>   |
| Word Meaning  | <ul style="list-style-type: none"><li>*discussing word meanings, linking new meanings to those already known – use the vocabulary grids to help support this.</li></ul>   | <ul style="list-style-type: none"><li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>*discussing their favourite words and phrases - use the vocabulary grids to help support this.</li></ul>   | <ul style="list-style-type: none"><li>*using dictionaries to check the meaning of words that they have read</li></ul>  |
| Understanding | <ul style="list-style-type: none"><li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li></ul>   | <ul style="list-style-type: none"><li>*discussing the sequence of events in books and how items of information are related</li><li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li></ul>  | <ul style="list-style-type: none"><li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>*asking questions to improve their understanding of a text</li><li>*identifying main ideas drawn from more than one paragraph and summarising these</li></ul> |
| Inference     | <ul style="list-style-type: none"><li>*discussing the significance of the title and events</li><li>*making inferences on the basis of what is being said and done</li></ul>   | <ul style="list-style-type: none"><li>*making inferences on the basis of what is being said and done</li><li>*answering and asking questions</li></ul>  | <ul style="list-style-type: none"><li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>   |
| Predicting    | <ul style="list-style-type: none"><li>*predicting what might happen on the basis of what has been read so far</li></ul>   | <ul style="list-style-type: none"><li>*predicting what might happen on the basis of what has been read so far</li></ul>   | <ul style="list-style-type: none"><li>*predicting what might happen from details stated and implied</li></ul>  |

|                        |   |   |   |
|------------------------|---|---|---|
| Broad range of reading | <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>*being encouraged to link what they read or hear read to their own experiences</li> </ul> | <ul style="list-style-type: none"> <li>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</li> </ul>  | <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul> |
| Discussing reading     | <ul style="list-style-type: none"> <li>*participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>*explain clearly their understanding of what is read to them</li> </ul>  | <ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> | <ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>   |
| Non-fiction texts      | <ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways (See overviews to know which non-fiction texts are used across the curriculum.)</li> </ul>  | <ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways. (See overviews to know which non-fiction texts are used across the curriculum.)</li> </ul>   | <ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction. (See overviews to know which non-fiction texts are used across the curriculum.)</li> </ul>  |
| Poetry and Performance | <ul style="list-style-type: none"> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>   | <ul style="list-style-type: none"> <li>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>  | <ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>                              |
| Familiarity with text  | <ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul>                    | <ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> </ul>   | <ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>      |
| Authorial Intent       |   |   | <ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>      |

*The highlighted sections are used to assess children working at the expected standard.*

| Aspect                 | Year 4   | Year 5  | Year 6  |
|------------------------|--|---|---|
| Decoding               | <ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>    | <ul style="list-style-type: none"> <li>*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 that they meet</li> </ul>  | <ul style="list-style-type: none"> <li>*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 that they meet</li> </ul>  |
| Word Meaning           | <ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> <li>*using the vocabulary grids to build vocabulary understanding and meaning.</li> </ul>  | <ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> <li>*using the vocabulary grids to build vocabulary understanding and meaning.</li> </ul>   | <ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> <li>*using the vocabulary grids to build vocabulary understanding and meaning.</li> </ul>   |
| Understanding          | <ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> | <ul style="list-style-type: none"> <li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul> | <ul style="list-style-type: none"> <li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul> |
| Inference              | <ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>   | <ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>  | <ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>  |
| Predicting             | <ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>  | <ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>   | <ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>   |
| Broad range of reading | <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>  | <ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>                       | <ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>                       |

|                        |  |  |  |
|------------------------|--|--|--|
| Discussing reading     | <ul style="list-style-type: none"> <li>*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>  | <ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>*provide reasoned justifications for their views</li> </ul> | <ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>*provide reasoned justifications for their views</li> </ul> |
| Non-fiction texts      | <ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul> <p>See overviews to understand which non-fiction texts are being covered across all areas of the curriculum.</p>   | <ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul> <p>See overviews to understand which non-fiction texts are being covered across all areas of the curriculum.</p>   | <ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul> <p>See overviews to understand which non-fiction texts are being covered across all areas of the curriculum.</p>   |
| Poetry and Performance | <ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>                         | <ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>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</li> </ul>  | <ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>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</li> </ul>  |
| Familiarity with text  | <ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul> | <ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>   | <ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>   |
| Authorial Intent       | <ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>   | <ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>   | <ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>   |