

## Progression of Skills in Reading at Bailey Green

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Key Skills</b>	<p>Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing</p>	<p>Consolidate the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing</p>	<p>Understand books by drawing on what they already know or on background information provided by the teacher. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. Learn to appreciate rhymes and poems and recite some by heart. Recite some poems using intonation.</p>	<p>Understand books by drawing on what they already know or on background information provided by the teacher. Check that the text makes sense and correct inaccurate reading. Participate in discussion about books, poems and other works, taking turns and listening to what others say. Explain and discuss their understanding of books poems and other material. Continue to build up a repertoire of poems learnt by heart. Recite some poems using intonation.</p>	<p>Read, listen to and discuss a wide range of high-quality texts. Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, and retell some of these orally. Recognise some different forms of poetry. Prepare poems and plays to read aloud and to perform using intonation, tone and volume and action.</p>	<p>Read, listen to and discuss a wide range of high-quality texts. Read books that are structured in different ways and read for a range of purposes. Increase their familiarity with a wide range of books, and retell some of these orally. Retrieve and record information from non-fiction. Recognise some different forms of poetry. Prepare poems and plays to read aloud and to perform using intonation, tone and volume and action.</p>	<p>Read, listen to and discuss an increasingly wide range of high-quality texts, building on their own and others' ideas. Read books that are structured in different ways and read for a range of purposes Retrieve, record and present information from non-fiction. Recommend books to their peers supported by reasons for making their choices. Learn a range of poetry by heart. Prepare poems and plays to read aloud and to perform using intonation, tone and volume appropriately.</p>	<p>Read, listen to and discuss an increasingly wide range of high-quality texts, building on their own and others' ideas and challenging views courteously. Read books that are structured in different ways and read for a range of purposes Retrieve, record and present information from non-fiction. Recommend books to their peers supported by reasons for making their choices. Learn a range of poetry by heart. Prepare poems and plays to read aloud and to perform using intonation, tone and volume appropriately.</p>
<b>Word</b>	<p>Phase 1 Phonics – Aspects 1-7 Develop their phonological awareness so they can: Spot and suggest rhymes Count or clap syllables in a word. Recognise words with the same initial sound, such as money and mother.</p>	<p>Revisit Phase 1 Phonics Phase 2,3,and 5 Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Read some letter groups that each represent one sound</p>	<p>Revisit Phase 1, 2,3. Phase 5 and phase 5 alternatives. Apply phonic knowledge and skills to decode words (also ELG). Respond speedily to all GPCs including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words</p>	<p>Consolidate Phase 1, 2,3, phase 5 and phase 5 alternatives. Continue to apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent. Read accurately by blending the sounds in words that contain taught graphemes,</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (NC Appendix 1) Read further exception words, noting the unusual correspondences between spelling and sound, and</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words. (NC Appendix 1) Read further exception words, noting the unusual correspondences between spelling and sound, and</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words (NC Appendix 1)</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words (NC Appendix 1)</p>

	Engage in extended conversations about stories, learning new vocabulary.	and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter sound 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.	containing GPCs that have been taught. Read common exception words (also ELG), noting unusual correspondences between spelling and sound and where these occur in the word e.g. said, come (NC pg. 54) Read words with varied endings e.g. -s, -es, -ing, -ed, -er and -est (NC pg. 51) Read other words of more than one syllable e.g. pocket, thunder (NC pg. 50) Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that require them to use 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.	especially recognising alternative sounds for graphemes. Read words of 2 or more syllables accurately. Read words containing common suffixes e.g. -ing, -ed, er (NC pg. 56) Read further common exception words e.g. could, again (NC, pg. 58) Read most words quickly and accurately, without overt sounding and blending e.g. when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge e.g. automatically and without undue hesitation. Re-read books to build fluency and confidence in word reading.	where these occur in the word e.g. although, weight, eight.	where these occur in the word e.g. although, weight, eight.		
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<b>Comprehension</b>	<p>Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. 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 poems, stories and non-fiction at a level beyond that at which they can read independently. Become very familiar with key stories and retell fairy stories and traditional tales and consider their particular characteristics e.g. once upon a time... Check that the text makes sense to them as they read and correcting inaccurate reading. Answer and ask questions.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. Discuss sequence of events in stories and how items of information are related. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Check that the text makes sense to them as they read and correcting inaccurate reading. Answer and ask questions.</p>	<p>Retrieve and record information from fiction and non-fiction. Participate in discussions about books they have read, and have been read to them, taking turns and listening to what others say. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text.</p>	<p>Retrieve and record information from fiction and non-fiction. Use dictionaries to check the meanings of words they have read. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Participate in discussion about books that are read to them and books they have read for themselves, taking turns and listening to what others say. Ask questions to improve their understanding of a text.</p>	<p>Check the book makes sense to them, discuss their understanding and explore the meaning of words in context. Distinguish between statements of fact and opinion. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Discuss their understanding of what they have read providing reasoned justification for their views. Ask questions to improve their understanding.</p>	<p>Check the book makes sense to them, discuss their understanding and explore the meaning of words in context. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Discuss their understanding of what they have read providing reasoned justification for their views. Ask questions to improve their understanding.</p>
<b>Inference &amp; Deduction</b>	<p>Respond to simple what, where, when, and why questions. Answer closed questions. Suggest what might happen next. Comment on and answer questions about illustrations and books as they are being read.</p>	<p>Respond to what, where, when, how and why questions. Answer open-ended questions. Look for clues in illustrations. Predict what happens next and the ending of books.</p>	<p>Link what they read or hear read to their own experience. Make inferences based on what is being said and done e.g. 'she must be going on holiday because she is packing her case' or 'he must be embarrassed because his face went red'. Predict what might happen on the basis of what has been read so far e.g. Jack will save them because he always does' or 'the next part will tell you about what lions eat'.</p>	<p>Make inferences from what is said and done, e.g. 'he was upset because it says "he was crying"'. Make simple plausible predictions on the basis of what has been read so far e.g. 'He's going to run away' or 'I think it will tell us how the fire started'. Predict what might happen on the basis of what has been read so far.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence. Predict what might happen from details stated and implied. Identify main ideas from more than one paragraph.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify with evidence. Predict what might happen from details stated and implied e.g. 'I think he will run away because even though It doesn't say that he doesn't like her brother, there are clues'. Identify main ideas from more than one paragraph and summarise these.</p>	<p>Using evidence from across the text, make inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence e.g. 'It's all about suffering and how difficult it was for the explorers: the food, weather, communications etc.' Predict what might happen from detail stated and implied using evidence from different parts of the text.</p>	<p>Using evidence from across the text, make inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence e.g. 'It's all about suffering and how difficult it was for the explorers: the food, weather, communications etc.' Predict what might happen from detail stated and implied using evidence from different parts of the text.</p>

<b>Text Structure</b>	Turn pages in a book from beginning to end. Name features in a book.	Discuss title, blurb, illustrator and author. Access simple information texts	Discuss the significance of the title and events. Be introduced to non-fiction books that are structured in different ways.	Discuss the sequence of events and how items of information are related. Understand that non-fiction texts are structured in different ways e.g. 'it tells about all the different things you can do at the zoo'.	Identify that texts are structured in different ways for a range of purposes. Identify themes e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. Identify conventions e.g. greeting in letters, a diary written in the first person, presentational devices such as numbering and headings.	Identify how structure contributes to meaning. Explain their understanding of what they have read providing reasons for their views. Identify how organisation and presentation contributes to meaning e.g. 'the writer uses bullet points for the main reasons'. Identify themes and conventions in a wide range of books e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or use of first person in writing diaries. Make comparisons within and across books.	Identify how structure and presentation contribute to meaning. Explain their understanding of what they have read providing reasons for their views. Identify how organisation and presentation contributes to meaning e.g. 'the writer uses bullet points for the main reasons'. Identify themes and conventions within and across texts e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or use of first person in writing diaries. Make comparisons within and across books.	Identify how language, structure and presentation contribute to meaning. Discuss their understanding of what they have read providing reasoned justification for their views. Identify how organisation and presentation contributes to meaning e.g. 'the writer uses bullet points for the main reasons'. Identify themes and conventions within and across texts e.g. loss or heroism - 'These authors explore sorrow and loss of loved ones' or use of first person in writing diaries. Make comparisons within and across books.
<b>Language for Effect</b>	Recite and join in with rhymes. Know some rhymes off by heart.	Recite and join in with rhymes. Know some rhymes off by heart.	Recognise and join in with predictable phrases e.g. Run, run as fast as you can...' Discuss word meanings, linking new meanings to those already known e.g. 'enormous means big'	Discuss favourite word choices and phrases e.g. "slimy" is a good word to describe a slug. Recognise recurring patterns of literary language e.g. once upon a time, first, next, last. Discuss and clarify meanings of some new vocabulary e.g. squashed and squeezed are the same and knowledge of e.g. prefixes, unhappy. Recognise some different forms of poetry.	Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry.	Discuss words and phrases that capture the reader's interest and imagination. Identify some basic features of writer's use of language e.g. 'the author uses lots of questions to make you want to read on and find out what happens next'. Identify how language, structure and presentation contribute to meaning. Recognise some different forms of poetry.	Discuss the author's use of language and the impact on the reader. Identify some basic features of writer's use of language e.g. 'the author uses lots of questions to make you want to read on and find out what happens next'. Discuss the author's use of language, including figurative language and the impact on the reader.	Discuss and evaluate the author's use of language, including figurative language and the impact on the reader e.g. disgraceful is a good word to show how upset he is with her behaviour. Identify some basic features of writer's use of language e.g. 'the author uses lots of questions to make you want to read on and find out what happens next'.

