



# Sigglesthorne Reading Progression Document

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Decoding/ Fluency</b>	<p>*Read individual letters by saying the sounds for them</p> <p>*Blend sounds into words, so that short words made up of letter sound correspondences can be read</p> <p>*Read some letter groups that each represent one sound and say sounds for them</p> <p>*Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>* Recognise and read Phase 2 and 3 tricky words</p>	<p>*Read phonetically decodable texts confidently by blending the sounds and GPCs that have been taught so far (40+ phonemes by the end of Y1)</p> <p>*Develop automaticity for a growing number of words including common suffixes, multisyllabic words and contractions</p> <p>*Begin to read with appropriate expression</p> <p>*Demonstrate expression when reading aloud, particularly when characters are speaking</p>	<p>*Read accurately by blending including alternative sounds for graphemes and multisyllabic words containing these graphemes</p> <p>*Read common suffixes and exception words noting unusual correspondences</p> <p>*Fluency – read at 90 words per minute accurately without overt sounding out or blending</p>	<p>*Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>*Apply their growing knowledge of root words prefixes and suffixes including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto to read aloud and understand the meaning of new words that they meet.</p> <p>*To begin to read year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word.</p>	<p>*To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>*Apply their knowledge of root words prefixes, suffixes including: 'in-', 'il-', 'im-' 'ir-' 'anti-' 'inter-'ing', '-en', '-er', 'ed' '-ation' '-ous' and endings that sound like '-sion'</p> <p>*To read aloud and to understand the meanings of new words that they meet.</p> <p>*To read aloud the year 3/4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word.</p>	<p>*To read most words fluently and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p> <p>*To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p> <p>*To begin to read the year 5/6 common exception words noting the correspondences between spelling and sound and where these occur within the word</p>	<p>*To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and word endings including: words ending 'tial' and 'cial' '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency' and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p>

<p><b>Familiarity with Texts</b></p>	<p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>*Become familiar with key stories, traditional tales etc retelling them and recognising their familiar characteristics *Recognise and join in with predictable and repeated phrases, e.g. Once upon a time...</p>	<p>*Become increasingly familiar with and confident retelling a wider range of stories, fairy stories and traditional tales *Recognise simple recurring language or themes in stories and poetry e.g. good v evil</p>	<p>* Increase familiarity with a wide range of books, including fairy stories and myths and legends and re-tell some of these orally * Identify themes and conventions in a wide range of books</p>	<p>* Increase familiarity with a wide range of books, including fairy stories and myths and legends and re-tell some of these orally * Identify themes and conventions in a wide range of books</p>	<p>* Increase 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 * Identify and discuss themes and conventions across a wide range of writing</p>	<p>* Increase 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 * Identify and discuss themes and conventions across a wide range of writing</p>
<p><b>Vocabulary</b></p>	<p>*Infer meaning related to characters' feelings using pictures. *Make links verbally between characters' emotions and own experience</p>	<p>*Discuss the significance of the title and events. *Infer basic points with direct reference to the pictures and words in the text. *Make basic inferences about characters' feelings by using what they say as evidence.</p>	<p>* Discuss new word meanings making links to known words * Begin to find meaning of new words using context within a sentence * Use pictures to help support skills</p>	<p>* Begin to find the meaning of new words using substitution within a sentence. * Use growing vocabulary to suggest synonyms</p>	<p>* Understand what is being read using dictionaries to check the meaning of words * Explain how words and phrases capture the reader's interest. * Discuss new and unusual vocabulary and clarify the meaning of these. * Find the meaning of new words using the context of the sentence.</p>	<p>* Evaluate the use of authors' language and explain how it has created an impact on the reader. * Investigate alternative word choices that could be made. * Discuss vocabulary. * Use a thesaurus to find synonyms for a larger variety of words. * Explore the meaning of words in context, confidently using a dictionary.</p>	<p>* Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section * Find examples of figurative language and how this impacts the reader and contributes to meaning or mood. * Explore alternative word choices that could be made.</p>

<p><b>Prediction</b></p>	<ul style="list-style-type: none"> <li>* Make suggestions about what might happen next or how a story might end based on events so far</li> <li>* Innovate stories through role-play and small world play.</li> </ul>	<ul style="list-style-type: none"> <li>* Make simple predictions based on the story and on their own life experience.</li> <li>* Begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>* Make simple predictions based on a text and personal life experience</li> <li>* Begin to explain these verbally or through pictures</li> <li>* Make predictions using own knowledge as well as text so far to make logical predictions</li> <li>* Explain thinking behind predictions made</li> </ul>	<ul style="list-style-type: none"> <li>* Use details from the text and prior knowledge to form further predictions</li> <li>* Begin to monitor predictions as the text develops.</li> </ul>	<ul style="list-style-type: none"> <li>* Make and justify predictions using evidence from the text.</li> <li>* Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> </ul>	<ul style="list-style-type: none"> <li>* Predict what might happen from details stated and implied.</li> <li>* Support predictions with relevant evidence from the text.</li> <li>* Confirm and modify predictions as they read on.</li> </ul>	<ul style="list-style-type: none"> <li>* Predict what might happen from details stated and implied.</li> <li>* Support predictions using relevant evidence from the text.</li> <li>* Confirm and modify predictions considering new information.</li> </ul>
<p><b>Retrieval</b></p>	<ul style="list-style-type: none"> <li>* Answer simple recall questions about stories without pictures or prompts</li> </ul>	<ul style="list-style-type: none"> <li>* Contribute ideas and thoughts in discussion.</li> <li>* Recognise characters, events, titles and information.</li> <li>* Answer a question about what has just happened in a story.</li> </ul>	<ul style="list-style-type: none"> <li>* Respond appropriately to questions about what has just happened in a story</li> <li>* Answer simple questions about texts that have been read independently</li> <li>* Begin to learn skill of 'skim and scan' to retrieve details</li> </ul>	<ul style="list-style-type: none"> <li>* Retrieve and record information from fiction and non-fiction texts.</li> <li>* 'Skimming and scanning' to retrieve details quickly.</li> <li>* Use quotations to support answers</li> </ul>	<ul style="list-style-type: none"> <li>* Use relevant quotes to support answers to questions.</li> <li>* Confidently skim and scan texts to record details and information from fiction and non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>* Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>* Retrieve, record and present information from nonfiction texts.</li> <li>* Use evidence from across larger sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>* Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>* Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> </ul>

<p><b>Inference</b></p>	<ul style="list-style-type: none"> <li>* Infer meaning related to characters' feelings using pictures.</li> <li>* Make links verbally between characters' emotions and own experience</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss the significance of the title and events.</li> <li>* Infer basic points with direct reference to the pictures and words in the text.</li> <li>* Make basic inferences about characters' feelings by using what they say as evidence.</li> </ul>	<ul style="list-style-type: none"> <li>* In a familiar book that is read to them: answer questions in discussion with the teacher and make simple inferences.</li> <li>* Make inferences about characters' feelings using what they say and do to infer basic points with direct reference to pictures and words in a text.</li> <li>* Begin, with support, to identify more subtle references.</li> </ul>	<ul style="list-style-type: none"> <li>* Infer characters' feelings, thoughts and motives from their stated actions</li> <li>* Begin to understand the author's use of setting to influence the mood of a text.</li> </ul>	<ul style="list-style-type: none"> <li>* Infer characters' feelings, thoughts and motives from their stated actions.</li> <li>* Use more than one piece of evidence to justify their answer.</li> <li>* Justify inferences by referencing a specific point in the text.</li> </ul>	<ul style="list-style-type: none"> <li>* Confidently draw inferences from characters' feelings, thoughts and motives with supporting evidence from the text to justify inferences.</li> <li>* Give one or two pieces of evidence to support the point they are making.</li> <li>* Begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>* Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.</li> <li>* Make inferences about events, always backing these up with evidence.</li> </ul>
<p><b>Sequence</b></p>	<ul style="list-style-type: none"> <li>* Recall the key events of a text</li> <li>* Order the key events of a text</li> <li>* Use a storyline or narrative in role-play or small world play to sequence events</li> </ul>	<ul style="list-style-type: none"> <li>* Retell familiar stories orally e.g fairy stories and traditional tales.</li> <li>* Sequence the events of a story they are familiar with.</li> </ul>	<ul style="list-style-type: none"> <li>* Retell and order events in a text</li> <li>* Begin to discuss how events are linked.</li> </ul>	<ul style="list-style-type: none"> <li>* Distinguish between important and less important information in a text.</li> <li>* Begin to give a brief (could be verbal) summary of texts they have read.</li> </ul>	<ul style="list-style-type: none"> <li>* Identify main ideas drawn from more than one paragraph.</li> <li>* Summarise whole paragraphs, chapters or texts.</li> </ul>	<ul style="list-style-type: none"> <li>* Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>* Discuss the themes from a chapter or text.</li> </ul>	<ul style="list-style-type: none"> <li>* Summarise the main ideas drawn from more than one paragraph, page or chapter identifying key details to support the main ideas.</li> <li>* Summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>

<p><b>Range of Reading</b></p>	<p>* Stories, non-fiction, rhymes and poems when appropriate.</p>	<p>* Listen to and discuss a wide range of texts including poems, stories and non-fiction at an age appropriate level (this may be beyond what they can read independently) *Make simple links between what they read and hear to their own experiences</p>	<p>* Listen to, discuss and express views on a wide range of fiction, poetry and non-fiction at an age appropriate level (this may be beyond what they can read independently) * Make relevant links between what they have read to their own experiences</p>	<p>* Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>* Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p>	<p>* Continue to read and discuss age-appropriate modern fiction, traditional stories, fiction from our literary heritage, books from other cultures, nonfiction, poetry, and plays and novels * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Learn a wide range of poetry by heart</p>	<p>* Continue to read and discuss an increasingly wide range of age-appropriate modern fiction, poetry, plays and non-fiction including texts with unfamiliar vocabulary, context and grammatical structures * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Learn a wide range of poetry by heart</p>
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