

**KEYSTAGE ONE READING PROGRESSION AT ST PETER'S**

**Children in Keystage One will:**

	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>DECODING</b>	<ul style="list-style-type: none"> <li>▪ apply phonic knowledge and skills as the route to decode words</li> <li>▪ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>▪ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>▪ read other words of more than one syllable that contain taught GPCs</li> <li>▪ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>▪ 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 word</li> </ul>	<ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding is embedded and reading is fluent</li> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught, especially recognising alternative sounds for graphemes</li> <li>▪ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>▪ read words containing common suffixes</li> <li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically</li> </ul>
<b>RANGE OF READING</b>	<ul style="list-style-type: none"> <li>▪ read stories and non-fiction at a level beyond that at which they can read independently</li> <li>▪ be encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>
<b>FAMILIARITY WITH TEXTS</b>	<ul style="list-style-type: none"> <li>▪ become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>▪ recognise simple recurring literary language in stories and poetry</li> </ul>

<b>POETRY AND PERFORMANCE</b>	<ul style="list-style-type: none"> <li>▪ recognise and join in with predictable phrases</li> <li>▪ learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>▪ continue 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>
<b>WORD MEANINGS</b>	<ul style="list-style-type: none"> <li>▪ discuss word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>▪ discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> </ul>
<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>▪ draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>▪ check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ discuss the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>▪ discuss the sequence of events in books and how items of information are related</li> <li>▪ check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>▪ draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
<b>INFERENCE</b>	<ul style="list-style-type: none"> <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>
<b>PREDICTION</b>	<ul style="list-style-type: none"> <li>▪ predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>▪ predict what might happen on the basis of what has been read so far</li> </ul>
<b>NON-FICTION</b>		<ul style="list-style-type: none"> <li>▪ be introduced to non-fiction books that are structured in different ways</li> </ul>
<b>DISCUSSING READING</b>	<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 and other works that are read to them and 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>

**LOWER KEYSTAGE TWO READING PROGRESSION AT ST PETER'S**

	<i>YEAR 3 AND 4</i>
<b>DECODING</b>	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, 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>
<b>RANGE OF READING</b>	<ul style="list-style-type: none"> <li>▪ listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>
<b>FAMILIARITY WITH TEXTS</b>	<ul style="list-style-type: none"> <li>▪ increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>▪ identify themes and conventions in a wide range of books</li> </ul>
<b>POETRY AND PERFORMANCE</b>	<ul style="list-style-type: none"> <li>▪ recognise some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>
<b>WORD MEANINGS</b>	<ul style="list-style-type: none"> <li>▪ use dictionaries to check the meaning of words that they have read</li> </ul>
<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>▪ check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>▪ ask questions to improve their understanding of a text</li> <li>▪ identify main ideas drawn from more than one paragraph and summarising these</li> </ul>
<b>INFERENCE</b>	<ul style="list-style-type: none"> <li>▪ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>PREDICTION</b>	<ul style="list-style-type: none"> <li>▪ predict what might happen from details stated and implied</li> </ul>
<b>AUTHORIAL INTENT</b>	<ul style="list-style-type: none"> <li>▪ discuss words and phrases that capture the reader's interest and imagination</li> <li>▪ identify how language, structure, and presentation contribute to meaning</li> </ul>
<b>NON-FICTION</b>	<ul style="list-style-type: none"> <li>▪ retrieve and record information from non-fiction</li> </ul>
<b>DISCUSSING READING</b>	<ul style="list-style-type: none"> <li>▪ participate in discussion about both books that are related to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>

**LOWER KEYSTAGE TWO READING PROGRESSION AT ST PETER'S**

	<i>YEAR 5 AND 6</i>
<b>DECODING</b>	<ul style="list-style-type: none"> <li>▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
<b>RANGE OF READING</b>	<ul style="list-style-type: none"> <li>▪ continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>▪ read books that are structured in different ways and reading for a range of purposes</li> <li>▪ make comparisons within and across books</li> </ul>
<b>FAMILIARITY WITH TEXTS</b>	<ul style="list-style-type: none"> <li>▪ increase 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>▪ identify and discuss themes and conventions in and across a wide range of writing</li> </ul>
<b>POETRY AND PERFORMANCE</b>	<ul style="list-style-type: none"> <li>▪ learn a wider range of poetry by heart</li> <li>▪ prepare 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>
<b>UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>▪ check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>▪ ask questions to improve their understanding</li> <li>▪ summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> </ul>
<b>INFERENCE</b>	<ul style="list-style-type: none"> <li>▪ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>PREDICTION</b>	<ul style="list-style-type: none"> <li>▪ predict what might happen from details stated and implied</li> </ul>
<b>AUTHORIAL INTENT</b>	<ul style="list-style-type: none"> <li>▪ identify 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>

<b>NON-FICTION</b>	<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>
<b>DISCUSSING READING</b>	<ul style="list-style-type: none"><li>▪ participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary</li><li>▪ provide reasoned justifications for their views.</li></ul>