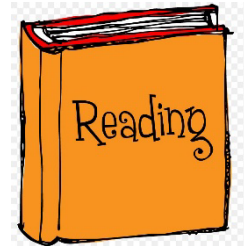


## READING PROGRESSION Y1-Y6

  
*Love, Care, Share...  
Love learning as friends;  
Care for our community as  
neighbours;  
Share our faith in Jesus as disciples.*



## READING STATEMENT OF INTENT

Through our reading provision, we aim to ensure that every child is able to read fluently by the end of Y2. To this end, we provide a language-rich environment, which promotes a culture of reading. We aim to develop in pupils a love of books and high-quality literature, which will not only support their learning across the curriculum but will also extend beyond the classroom environment and enrich their lives. In order to develop children's understanding and enjoyment of texts, we teach reading skills explicitly throughout school. Through reading for pleasure, we aim to provide a range of resources, which reflect the diversity of culture and language within our school and the local community.

### Year 1 Reading Expectations:

#### A Year 1 reader:

- Reads and re-reads orange/turquoise level books accurately and fluently (fluency will develop when re-reading)
- Usually uses tone and intonation when reading aloud
- Has completed SSPF higher levels 5 and has been successful on the Phonics screening test
- Reads Common Exception words (see appendix)
- Splits 2/3 syllable words into syllables to support reading
- Checks that texts make sense while reading and self corrects

#### In texts that they read and texts that are read to them

- Demonstrates understanding of texts by answering who, what, where, when, why and how questions
- Makes predictions based on prior knowledge
- Identifies and discusses events and characters in stories
- Sequences 4/5 pictures from a story
- Makes basic inferences about what is being said and done
- Recalls information in fiction and non-fiction texts
- Understands and uses the terms: title, author, illustrator, blurb, contents page, label, diagram, captions

### Year 2 Reading Expectations:

#### A Year 2 reader:

- Reads and re-reads and gold/white level books accurately and fluently (fluency will develop when re-reading)
- Usually uses tone and intonation when reading aloud
- Has completed SSPF higher levels 5 and has been successful on the Phonics screening test
- Reads frequently encountered words without overt sounding and blending
- Reads Common Exception words (see appendix)
- Reads 2/3 syllable words that contain alternative sounds eg shoulder, roundabout, grouping
- Reads longer texts independently
- Checks that texts make sense while reading and self corrects
- Makes predictions based on what has just been read and prior knowledge
- Demonstrates understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why and how questions
- Sequence and discuss main events in stories and recounts
- Makes inferences about characters and events using evidence from the text
- Understands and uses the terms: title, author, illustrator, blurb, contents page, index, label, diagram, captions, charts

### **Year 3 Reading Expectations:**

#### **A Year 3 reader:**

- Reads and re-reads and brown level books accurately and fluently (fluency will develop when re-reading)
- Varies tone, intonation and volume when reading aloud
- Reads most words without overt sounding and blending
- Uses knowledge of root words to understand meaning of words
- Uses prefixes and suffixes to understand meaning (un-, dis-, mis-, re-, pre-, im-, in-, -ly, -ous)
- Reads and understands words from Y3/4 word list (see appendix)
- Uses dictionaries to check the meaning of words they have read
- Reads a variety of texts independently
- Draw inferences around characters' actions, feelings and thoughts and justify with evidence from the text (PE)
- Makes predictions based on details stated and give reasons to support the prediction
- Discuss the purpose of a paragraph and identify a key idea
- In non-fiction texts, prepares for research by identifying what is already known about the subject and ask key questions to structure the task
- Records information from a range of non-fiction texts
- Understands and uses the terms: text boxes, bullet points, glossary
- (title, author, illustrator, blurb, contents page, index, label, diagram, captions, charts – work from previous years)

### **Year 4 Reading Expectations:**

#### **A Year 4 reader:**

- Reads and re-reads grey level books fluently
- Uses punctuation and the meaning of key words to determine intonation and expression when reading out loud
- Uses knowledge of root words to understand meaning of words
- Uses prefixes and suffixes to understand meaning
- Reads and understands words from the Y3/4 word list
- Uses dictionaries (first 3 letters) to check the meaning of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text
- Reads a variety of texts independently
- Draws inferences around characters' motives and justifies with evidence from the text (Point/Evidence), considering a range of evidence statements and summarising the point
- Makes predictions based on information stated and that which is implied
- Identify ideas drawn from more than one paragraph and summarise these orally and in writing
- In non-fiction texts, prepares for research by reviewing what is known, what is needed, what is available and where one might search
- Analyses and evaluates how specific information is organised within a non-fiction text in print and on screen
- Understands and uses the terms: text boxes, sub-heading, page numbers, bullet points, glossary, diagrams, contents, index, hyperlinks, icons, drop down menus
- Scan texts in print or on screen to locate dates, numbers, names, key words or phrases, headings, lists, bucket points, captions, key sentences
- Makes notes and records information from a range of non-fiction texts

## Year 5 Reading Expectations:

### A Year 5 reader:

- Reads and re-reads blue level book accurately and fluently
- Uses a range of punctuation including commas, dashes and brackets to determine intonation
- Uses knowledge of root words and suffixes to understand meaning including -ent, ence, -ency
- Reads and understands selected words from the Year5/6 word list
- Reads a variety of more challenging texts independently
- Draws inferences about characters' motives and justifies inferences with reference to characters' thoughts and feelings
- Justify opinions and elaborate by referring to the text using Point, Evidence and Explanation
- Predict consequences using a combination of information including that which is stated and that which is implied
- Formulates hypotheses through close reading, re-reading and reading ahead, locates clues to support understanding
- Distinguish between statements of fact and opinion within a text
- Scan for key words and text mark to locate key information
- Summarise main ideas drawn from more than one paragraph and identify key details which support this
- Explore imagery recognising and explaining the effect of noun phrases, metaphors and similes

## Year 6 Reading Expectations:

### A Year 6 reader:

- Reads and re-reads red level books accurately and fluently
- Uses a range of punctuation including commas, dashes and brackets to determine intonation
- Uses knowledge of root words and suffixes to understand how meaning can be changed disrespectful
- Uses knowledge of root words and suffixes to understand meaning including -tious, -cious, -tial, -cial
- Reads and understands selected words from the Year5/6 word list
- Reads a variety of more challenging texts independently
- Draws inferences about characters' feelings, thoughts and motives and justifies inferences evidence eg PPE
- Justifies opinions and elaborate by referring to the text using Point, Evidence and Explanation
- Predicts consequences using a combination of information including that which is stated and that which is implied
- Formulates hypotheses through close reading, re-reading and reading ahead, locates clues to support understanding
- Uses a combination of skimming, scanning and close reading across a text to locate specific detail
- Distinguishes between statements of fact and opinion across a range of texts
- Uses a combination of skimming, scanning and close reading across a text to locate specific detail
- Explores and uses the terms style and effect, analogy, personification
- Explains the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques