



Wallsend Jubilee Primary School

Skills Progression: English (reading)

Strands	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Specific g
<p>Word Reading</p>	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> Recognise familiar words and signs such as own name and advertising logo Be aware of, discriminate, and match sounds from the environment, animals and instruments Be aware of rhythm and rhyme, through songs and action rhymes, games and tapping out rhythms Develop an awareness of initial sounds by playing alliteration games, I spy etc. Begin to orally blend and segment cvc words 	<p>Pupils should be taught to</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond with the correct sound to graphemes (letters or groups of letters) for all set 1 and some set 2 Read Write Inc phonemes, including, where applicable, alternative sounds for graphemes segment sounds in simple words and blend them together read some common regular words Blend words aloud and begin to blend in their heads 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions, e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately without overt sounding and blending when they have been frequently encountered <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology 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			and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 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 words <ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading 	Pupils should be taught to: <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading 	occur in the word Pupils should be taught to: <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
Comprehension	Pupils should begin to develop pleasure in reading, vocabulary and understanding by: <ul style="list-style-type: none"> Listening to and joining in with stories and poems, one to one and also in small groups, with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Beginning to be aware of how stories are structured Suggesting how a story might end Describing main story settings, events and principle characters Showing an interest in illustrations and print in books and the environment Looks at books independently and carefully, holding the correct way up and turning pages Knows that information comes from print and that in English is read left to right and top to bottom Becoming very familiar with key stories, traditional tales and fairy stories Builds up vocabulary that reflects the breadth of their experiences 	Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> Reading and understanding simple sentences independently listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and talk about some basic characteristics recognising and joining in with predictable phrases: discussing a sequence of events in the correct order reading books that are structured in different ways and read for a range of purposes finding information from non-fiction texts <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	Pupils should be taught 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		<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand the books that they can already read accurately and fluently checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far 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 	<p>increasingly wide range of fiction, 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these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far 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 explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<p>wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Pupils 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independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction 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 	<p>to:</p> <ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> continuing to read and discuss an increasingly 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improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction <p>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</p>	
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						challenging views courteously • 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 • provide reasoned justifications for their views	
Organisation and Communication							
Overarching vocabulary							