

## Whole School Reading Overview & Skills Progression 2021-2022

	Our Place in Our World		Life Skills and Attitudes		Ambition and Possibilities		
	<span style="color: purple;">Self Manager</span> <span style="color: green;">Effective Participators</span> <span style="color: orange;">Resourceful Thinker</span> <span style="color: red;">Reflective Learner</span> <span style="color: orange;">Independent Enquirer</span> <span style="color: blue;">Team Worker</span>						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics/ Decoding</b>	Secure at phase 4. Read some common irregular words. To enjoy rhyming and rhythmic activities. Show an awareness of rhyme and alliteration. Recognise rhythm in spoken words. Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet.	Secure at phase 5. Apply phonic knowledge and skills as the route to decode words. Blend sounds in unfamiliar words using the GPCs that they have been taught. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs. Read words containing -s, -es, -ing, -ed and -est endings. Read words with contractions, e.g. I'm, I'll and we'll.	Secure at phase 6. To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes (taken from the	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words, prefixes, suffixes and word endings (taken from the National Curriculum spelling appendix). and begin to read aloud.	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings (words taken from the National Curriculum spelling appendix) to read aloud fluently .	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Apply their growing knowledge of root words, prefixes and suffixes/word endings to read aloud fluently (taken from the National Curriculum spelling appendix).	Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

	Use phonic knowledge to decode regular words and read them aloud accurately.		National Curriculum spelling appendix).				
<b>Common Exception Words</b>	Read some common irregular words.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Read most Y1 and Y2 common exception words (NC word lists)., noting unusual correspondences between spelling and sound and where these occur in the word.	Begin to read Y3/Y4 exception words (NC word lists).	Read all Y3/Y4 exception words (NC word lists), discussing the unusual correspondences between spelling and these occur in the word.	Read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Patterns and Rhymes</b>	Identify rhymes and alliteration. Join in with rhyming patterns.	Identify which words appear again and again.	Recognising simple recurring literary language.				
<b>Comprehension and Understanding</b>	Read & understand simple sentences.  Demonstrate understanding when talking with others about what they have read.	Relate reading to own experiences.  Re-reads if reading does not make sense.  Re-tell with considerable accuracy.  Discuss significance of title & events.	Reads ahead to help with fluency & expression.  Self corrects – checking text makes sense as they read.  Comments on plot, setting & characters in familiar & unfamiliar stories.	Comments on the way characters relate to one another.  Knows which words are essential in a sentence to retain meaning.	Give a personal point of view on a text.  Can re-explain a text with confidence.	Summarises main points of an argument or discussion within their reading & makes up own mind about issue/s.  Can compare between two texts.  Appreciates that people use bias	Refers to text to support opinions and predictions.  Gives a view about choice of vocabulary, structure etc.  Distinguish between fact & opinion.

			<p>Recounts main themes &amp; events.</p> <p>Comments on structure of the text.</p>			<p>in persuasive writing.</p> <p>Appreciates how two people may have a different view on the same event.</p>	
<b>Prediction, inference &amp; deduction</b>	<p>Make basic predictions.</p>	<p>Make predictions on basis of what has been read.</p> <p>Make inferences on basis of what is being said &amp; done.</p>	<p>Predicting what might happen on the basis of what has been read so far. Make inferences using evidence to back it up.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts &amp; motives from their actions.</p>	<p>Justify inferences with evidence, predicting what might happen from details stated or implied.</p>	<p>Draw inferences and justify with evidence from the text.</p>	
<b>Intonation and Expression</b>	<p>Beginning to read with pace &amp; expression, i.e. pause at full stop; raise voice for question.</p>	<p>Reads with pace &amp; expression, i.e. pause at full stop; raise voice for question.</p>	<p>Use commas, question marks &amp; exclamation marks to vary expression. Read aloud with expression &amp; intonation.</p>	<p>Recognise how commas are used to give more meaning.</p>	<p>Use appropriate voices for characters within a story.</p>	<p>Varies voice for direct or indirect speech.</p>	<p>Appreciates how a set of sentences has been arranged to create maximum effect.</p>
<b>Grammatical Features</b>	<p>Identify start and end of a sentence.</p>		<p>Recognise: speech marks contractions</p> <p>Identify past/present tense.</p>	<p>Recognise: plurals pronouns and how used collective nouns adverbs</p>	<p>Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.</p>	<p>Recognise: clauses within sentences</p>	<p>Recognise: complex sentences</p>