Portishead Primary School Reading Skills Progression Map

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|  | **Year 1** | **Year 2** | **Year 3 and 4** | **Year 5 and 6** |
| **Decoding** | • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts | • secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending | • apply their growing knowledge of root words, prefixes and suffixes, 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 | • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |
| **Range of Reading** | • 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 | • listening to, discussing and expressing 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 | • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes | • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books |
| **Familiarity with texts** | • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases | • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry | • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books | • increasing 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 • identifying and discussing themes and conventions in and across a wide range of writing |
| **Poetry & Performance** | • learning to appreciate rhymes and poems, and to recite some by heart | • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry | • learning a wider range of poetry by heart • preparing 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 |
| **Word meanings** | • discussing word meanings, linking new meanings to those already known | • discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases | • using dictionaries to check the meaning of words that they have read |  |
| **Understanding** | • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading | • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading | • 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 \*identifying main ideas drawn from more than one paragraph and summarising these | • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
| **Inference** | • discussing the significance of the title and events • making inferences on the basis of what is being said and done | • making inferences on the basis of what is being said and done • answering and asking questions | • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| **Prediction** | • predicting what might happen on the basis of what has been read so far | • predicting what might happen on the basis of what has been read so far | • predicting what might happen from details stated and implied | • predicting what might happen from details stated and implied |
| **Authorial Intent** |  |  | • discussing words and phrases that capture the reader’s interest and imagination • identifying how language, structure, and presentation contribute to meaning | • 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 |
| **Non-fiction** |  | • being introduced to non-fiction books that are structured in different ways | • retrieve and record information from non-fiction | • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction |
| **Discussing reading** | • 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 | • participate in discussion about books, poems & other works that are read to them & 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 | • 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 | • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others’ ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, \*provide reasoned justifications for their views |