Sheriffhales Primary School and Pre-School Reading Progression

	Acorns	Willow		Oak		Lime	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	Pupils can: • Read phonically regular words of more than one syllable. • Read many irregular but high-frequency words. • Use phonic knowledge to understand unfamiliar vocabulary.	Pupils can: • Apply phonic knowledge and skills to decode most words. • Read accurately by blending sounds in unfamiliar words. • Read common exception words. • Read words of more than one syllable containing GPCs. • Read word contractions (I'll, I'm we'll etc.) • Read books aloud that allow them to apply their developing phonic knowledge. • Re-read books in order to build fluency and confidence. • Read real and pseudo words. • Read words with the suffixes -y -ed, -er, -ing and understand how these affect meaning.	Pupils can: • Continue to apply phonic knowledge and skills to decode unfamiliar words. • Read accurately, blending sounds that contain known graphemes. • Recognise alternative sounds for graphemes. • Read words containing common suffixes. • Read words with the suffixes - est, -er, -ness, -ful, -less and - ly, and understand how these affect meaning. • Read most words quickly and fluently with little sounding out or blending. (90 words per minute) • Read and reread books aloud that are matched to their current phonics knowledge. • Sound out unfamiliar words	Pupils can: • Apply an increasing knowledge of root words, suffixes and prefixes. • Read further exception words. • Develop a wider range of vocabulary. • Use learnt strategies to work out unfamiliar words.	Pupils can: • Use knowledge of root words, suffixes and prefixes to understand new words. (un-, dis-, mis-, in-, sub-, re-im-) • Read further exception words, noticing unusual correspondences between spelling and sound. • Continue to use strategies to work out unfamiliar words. • Develop a wider range of vocabulary.	Pupils can: • Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words. (super-, anti-, auto -, inter-) • Continue to develop a wide bank of vocabulary.	Pupils can: • Apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words. (-ation, -our, -ous) • Continue to develop a wide bank of vocabulary.

			accurately and automatically with little hesitation.				
Comprehension	Pupils can: • Describe the main events in the simple stories they have read.	Pupils can: • Link what they have read to their own experiences. • Make predictions based on what has happened so far. • Clearly explain what has been read to them. • Participate in discussions about stories, taking turns and listening. • Discuss the significance of titles and events in a text • Make simple inferences based on what has happened and what they already know (either from the text or what the teacher has told them) • Notice when a sentence doesn't make sense and then reread it. • Explain the difference between	Pupils can: • Retrieve literal information from a text. • Discuss the sequence of events in stories and think about how information is related. • Become familiar with non-fiction books that are structured in different ways. • Discuss and clarify unfamiliar words and make links with known vocabulary. • Draw on experiences to make link between texts. • Check that a text makes sense as they are reading, self-correcting when necessary. • Ask and answer questions about a text.	Pupils can: • Read books that are structured in different ways and read for purpose. • Ask or use a dictionary to find the meaning of unfamiliar vocabulary. • When reading aloud show understanding through intonation, tone, volume and action. • Recognise some different types of poetry. • Identify and summarise the main ideas drawn from 1 or more paragraphs. • Predict what might happened from details that have been stated or implied. • Retrieve and record information from non-fiction texts.	Pupils can: • Continue to read for purpose. • Make links within texts based on information that has been implied. • Justify decisions they make about a text by extracting evidence and discussing. • Explain the meaning of words in context. • Discuss how vocabulary choices impact the reader. • Make predictions about texts based on information that has been implied, as well as drawing from personal experiences and knowledge of traditional tales. • Retrieve, record and present information found in information texts.	Pupils can: • 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. • Make comparisons within a text. • Identify and summarise the main ideas drawn from 1 or more paragraphs, identifying key ideas to support the main ideas. • Distinguish between statements of fact and opinion. • Provide reasoned justifications for their views.	Pupils can: • Continue to increase their familiarity with a wide range of books. • Make comparisons within and across different texts. • Draw inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Explain and discuss their understanding of what they have read in ways such as formal presentation and debates.

		fiction and non-fiction texts. • Discuss word meanings and make links with familiar vocabulary	• Make predictions based on what has been read so far.	• Participate in discussion about texts, sharing and listening to others' ideas.			• Compare characters, settings and themes.
Reading for Pleasure ***All children should be exposed to a range of fiction/nonfiction/poetry each year**	Pupils should be given opportunities to: • Recognise and join in with predictable phrase. • Become familiar with some key stories and traditional tales. • Appreciate rhymes and poems.	Pupils should be given opportunities to: • Recognise and join in with predictable phrases • Be familiar with key stories and traditional tales. • Appreciate rhymes and poems and learn some by heart. • Listen to a variety of stories, poems and non-fiction at a level beyond which they are able to access independently.	Pupils should be given opportunities to: • Retell a variety of traditional and fairy stories. • Build up a repertoire of poems learnt by heart. • Discuss their favourite words and phrases. • Listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they are able to access independently and share their views. • Share their favourite stories with others.	Pupils should be given opportunities to: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Discuss words and phrases that capture the reader's imagination. • 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. • Decide when a text does not engage them and change it for something new. • Share and write reviews on books they have enjoyed.	Pupils should be given opportunities to: • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Discuss words and phrases that capture the reader's imagination. • 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. • Share and write reviews on books they have enjoyed. • Further develop their repertoire of learnt poems and songs, and also their performance skills.	Pupils should be given opportunities to: • Recommend books they have enjoyed to their peers and younger children. • Learn a wide range of poetry, songs and storied by heart • To perform longer poems in groups and individually.	Pupils should be given opportunities to: • Recommend books they have enjoyed to their peers and younger children. • Continue to learn a wider range of poetry, songs and stories by heart and share with audiences of adults and younger children.

				• Perform some poems / songs they have learned.			
Story Time (Page Turner/Book Club)	Pupils should be given the opportunity to listen to a story being read to them at the end of the day.. Pupils should also be involved in Book Club once a week.	Pupils should be given the opportunity to listen to a story being read to them at the end of the day.. Pupils should also be involved in Book Club once a week.	Pupils should be given the opportunity to listen to a story being read to them at the end of the day.. Pupils should also be involved in Book Club once a week.	Pupils should be given the opportunity to listen to a story being read to them at the end of the day.. Pupils should also be involved in Book Club once a week.	Pupils should be given the opportunity to listen to a story being read to them at the end of the day.. Pupils should also be involved in Book Club once a week.	Pupils should be given the opportunity to listen to a story being read to them at the end of the day.. Pupils should also be involved in Book Club once a week.	Pupils should be given the opportunity to listen to a story being read to them at the end of the day.. Pupils should also be involved in Book Club once a week.