

**SMF Reading intent:** All children **can** read; all children **choose** to read.

This document details the progression in reading at St Mary’s. The objectives have been organised into five essential areas of reading: fluency; comprehension; responding and reviewing; grammar, and practical skills.

It is important to state that progression in our reading curriculum also comes from the texts themselves. As children progress through the school, they will encounter texts of increasing levels of challenge. This will not always be because the texts are more difficult to decode. The challenge may come through more mature themes, complex timelines, or unusual narrative viewpoints.

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|  | EYFSBirth – 33 & 4 year oldsReception aged children | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Fluency | Phonics and decoding | Develop their phonological awareness, so that they can:* spot and suggest rhymes
* count or clap syllables in a word
* recognise words with the same initial sound, such as money and mother

Read individual letters by saying the sounds for them.Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.Read some letter groups that each represent one sound and say sounds for them.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | To apply phonic knowledge and skills as the route to decode words.To blend sounds in unfamiliar words using the GPCs that they have been taught.To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.To read words containing taught GPCs.To read words containing -s, -es, -ing,-ed and -est endings.To read words with contractions, e.g. I’m, I’ll and we’ll. | 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. | To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).To apply their growing knowledge of root words and prefixes, includingin-, im-, il-, ir-, dis-, mis-,un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.\*To apply their growing knowledge of root words and suffixes/word endings, including -ation,-ly, -ous, -ture, -sure, -sion,-tion, -ssion and -cian, to begin to read aloud. | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.\* | To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including-sion, -tion, -cial, -tial,-ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. | To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. |
| Common exception words | Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.Read a few common exception words.Read exception words as part of simple phrases or sentences. | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. | To begin to read Y3/Y4 exception words. | To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. | To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings. |
| Grammar |  |  | To pause for a full stop. | I take account of punctuation when reading, i.e. pause at a full stop and raise my tone for a question. | I use commas, question marks & exclamation marks to vary my expression.I can identify a noun in a sentence and explain how the words around it add to the picture in my head.I can identify a conjunction in a text and explain how it changes my understanding of the clause that follows. | I recognise how commas are used to give more meaning.I can identify pronouns and track back to work out who or what they are referring to.I can identify determiners and explain what they tell me about the nouns that follow. | I can identify and discuss how the author’s choice of words and phrases can make the reader interested, e.g. expanded noun phrasesI am becoming more confident at changing my intonation to reflect the punctuation – for example by altering my voice to show parenthesis.I can understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this. | I understand with confidence how an author’s use of noun phrases, determiners and conjunctions changes the picture in my head.I always take account of punctuation when I read, including the full range of Y6 punctuation. |
| Practical skills | Understanding text structure | Understand the five key concepts about print:* print has meaning
* the names of the different parts of a book
* print can have different purposes
* page sequencing
* we read English text from left to right and from top to bottom
 |  | To recognise that non- fiction books are often structured in different ways. |  |  |  |  |
| Scanning and close reading |  |  |  | I can scan and quickly look for something specific e.g. a word, number, name, date, place, key word. | I can scan to find information. | I know I can use the structure of a text to help me locate specific information e.g. numbers, summary on the blurb, sub-headings to locate specific information |  |
|  |  |  |  |  |  | To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. |  |
| Comprehension | Showing and monitoring interest and understanding | Listen to simple stories and understand what is happening, with the help of the pictures.Pay attention and responds to the pictures or the words.Develop play around favourite stories using props.Enjoy listening to longer stories and can remember much of what happens.Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.Engage in story times Listen to and talk about stories to build familiarity and understanding. | To check that a text makes sense to them as they read and to self- correct. | To show understanding by drawing on what they already know or on background informationand vocabulary provided by the teacher.To check that the text makes sense to them as they read and to correct inaccurate reading. | To check that the text makes sense to them, discussing their understanding. |  |  |  |
| Inference |  | To begin to make simple inferences. | To make inferences on the basis of what is being said and done. | I can make inferences such as inferring characters’ feelings and thoughts from their actions or what they say.I can talk about clues which help me to make my inferences. | I can make inferences such as inferring characters’ feelings and thoughts from their actions and what they say.I can begin to find evidence to support my inferences. | I can make inferences such as inferring characters’ feelings, thoughts and motives from their actions and I increasingly find evidence from the text to support this. | I make justified inferences, using evidence from the text to support my ideas. |
| Wondering | Ask simple questions about a book being read to them.  |  | To ask simple questions about a text. | I can begin to wonder to improve my understanding of a text. | I can ask questions and wonder to improve my understanding of the text. | I can ask questions and wonder to strengthen my understanding. | I can ask questions and wonder to improve my understandin,g actively looking for answers to these. |
| Visualisation |  |  |  | I can begin to picture characters, settings and events to help me to understand a text. | I can picture characters, settings and events to help me to understand a text. | I can begin to recognise that my ideas and visualised images can and do change during the course of reading. | I recognise that my ideas and visualised images can and do change during the course of reading. |
| Working memory |  |  |  | I can retell a sentence in my own words. I can link new information to what I have just read. | I can retell sentences, explaining how each new sentence gives new information/links to previous sentences. | I can retell a short section of text, making links to previous reading and explaining how my understanding of the text has changed. | I use my working memory to continually make links as I read, drawing connections between what I am currently reading and previous aspects of the text. |
| Prediction |  | To predict what might happen on the basis of what has been read so far. | To predict what might happen on the basis of what has been read so far in a text, giving a simple reason for predictions. | To justify predictions using evidence from the text. | To justify sensible predictions from details stated and implied. | To make predictions based on details stated and implied, justifying them in detail with evidence from the text. | To make and justify well-reasoned predictions. |
|  | Background knowledge |  | To link what they have read or have read to them to their own experiences. | To make links between the text they are reading and other texts they have read (in texts that they can read independently). | I can use my background knowledge from what I know or have read about to help me to understand a text. | I can use past experiences, what I have previously read and what I know about to support my understanding. | I can connect the information that I read within paragraphs, across texts and to other books. | I can relate what I have read to my personal and literary experiences and wider background knowledge. |
| Vocabulary (and vocabulary in context) | Engage in extended conversations about stories, learning new vocabulary.Learn new vocabulary.Use new vocabulary in different contexts. | To discuss word meaning and link new meanings to those already known. | To discuss and clarify the meanings of words, linking new meanings to known vocabulary.To discuss their favourite words and phrases. | To explain the meaning of words in context.To discuss authors’ choice of words and phrases for effect. | Discuss vocabulary used to capture readers’ interest and imagination. | To discuss vocabulary used by the author to create effect including figurative language.To evaluate the use of authors’ language and explain how it has created an impact on the reader. | To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. |
|  | Discussion and retelling | Engage in extended conversations about stories, learning new vocabulary.Be able to talk about familiar booksBe able to tell a long storyEnjoy sharing books with an adult.Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.Makes comments and shares their own ideas.Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.. | To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.To retell familiar stories in increasing detail.To join in with discussions about a text, taking turns and listening to what others say.To discuss the significance of titles and events. | To participate in discussion about books, poems and other works that are read to them(at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.To discuss the sequence of events in books and how items of information are related.To recognise simple recurring literary language in stories and poetry. | To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.To use appropriate terminology when discussing texts (plot, character, setting). | To discuss and compare texts from a wide variety of genres and writers.To read for a range of purposes.To identify how language, structure and presentation contribute to meaning. | To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.To 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 challenging views courteously.To identify main ideas drawn from more than one paragraph and to summarise these.To recommend texts to peers based on personal choice. | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.To 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.To listen to guidance and feedback on the quality of their explanations and contributions to discussions and tomake improvements when participating in discussions.To distinguish independently between statements of factand opinion, providing reasoned justifications for their views. |
|  | Theme |  |  |  |  | To identify themes and conventions in a wide range of books.To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). | I identify and discuss themes and conventions in a range of writing | To recognise more complex themes in what they read (such as loss or heroism).To compare characters, settings and themes within a text and across more than one text. |
|  | Skimming and giving the gist |  |  |  |  | I can begin to develop my skills to skim read texts and give the gist. I am beginning to skim texts to get an idea of what they’re about. I use non-fiction text features to help me to know what a text is about. | I skim read a text to get the gist of it. I can give the gist of what I have read in my own words including what I have inferred  | I can efficiently and effectively skim read a text and then give the gist of what I have read, including some inference. |
| Responding and reviewing | Summarise |  |  |  | I can begin to identify main ideas taken from a paragraph and summarise these. | I can identify main ideas taken from a paragraph and summarise these.To identify main ideas drawn from more than one paragraph and summarise these. | I can summarise the key points of a paragraph and the main ideas drawn from more than one paragraph.  | I can summarise succinctly the key point of a paragraph.To draw out key information and to summarise the main ideas in a text. |
|  | Poetry | Enjoy songs and rhymes, tuning in and paying attention.Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.Say some of the words in songs and rhymes.Sing songs and say rhymes independently, for example, singing whilst playing.Know many rhymes•Listen carefully to rhymes and songs, paying attention to how they sound.•Learn rhymes, poems and songs. | To recite simple poems by heart. | To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. |  | To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. |  | To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. |
|  | Using expression |  |  | Take account of punctuation when reading, i.e. pause at full stop, and raise voice for question. | Use commas, question marks & exclamation marks to vary expression.To begin to use appropriate intonation when reading aloud. | I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding | I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest | I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience. |
|  | Retrieving information (non-fiction) | Engage in non-fiction books.Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |  | To recognise that non- fiction books are often structured in different ways. | To retrieve and record information from non- fiction texts. | To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information.To use dictionaries to check the meaning of words that they have read. | To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | To retrieve, record and present information from non-fiction texts.To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). |