

Chadsmead Primary Academy Reading Progression - Early Years

3 and 4 year olds (Pre-reception)

In Reception

Early Learning Goals (ELG)

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Names of different parts of a book.</p> <p>Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Read write Inc</p> <p>Set 1 speed sounds - m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, ch, ng, nk, qu, sh, th</p> <p>Set 2 speed sounds - ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy speed sounds</p> <p>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.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Vocabulary Inference Prediction Explain Retrieval Sequence</p> <p>Understand the concept that we read English text from left to right and from top to bottom</p> <p>Page sequencing</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Understand the concept that print has meaning.</p> <p>Understand the concept that print can have different purposes</p> <p>To suggest how a story might end. To begin to understand 'why' and 'how' questions.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To use a wider range of vocabulary that reflects the breadth of their experiences.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>

Chadsmead Primary Academy Reading Progression - Year 1

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
<p>author, non-fiction, fiction, rhyme,</p> <p>letter, capital letter, word, singular, plural, punctuation, full stop, question mark, exclamation mark</p>	<p>Read write Inc</p> <p>Set 2 speed sounds <i>ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy</i> speed sounds</p> <p>set 3 speed sounds <i>a-e, ea, i-e, o-e, u-e, oi ai oa, aw, ur, er, ire, ear, ure, ew, are, ow</i> speed sounds.</p> <p>Read books consistent with phonic knowledge.</p> <p>Re-read books to build fluency.</p>	<p>Apply phonic knowledge to decode words</p> <p>Read at speed 40+ phonemes</p> <p>Read accurately by blending taught GPCs</p> <p>Read common exception words</p> <p>Read common suffixes – s, es, <i>ing, ed,</i></p> <p>Read multisyllabic words containing taught GPCs</p> <p>Read contracted words e.g. <i>I'm, I'll, we'll</i></p>	<p>Re-read familiar books to build fluency.</p>	<p>Vocabulary Inference Prediction Explain Retrieval Sequence</p>	<p>To recite simple poems by heart.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>

Chadsmead Primary Academy Reading Progression - Year 2

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
<p>setting, plot, alliteration, character, rhythm, beats, simile, narrator, chapter, pattern</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past present) apostrophe, comma, illustrator</p>	<p>Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words.</p> <p>Re-read books to build fluency and confidence.</p>	<p>Continue to apply phonic knowledge to decode words</p> <p>Read accurately by blending taught GPCs, especially alternative sounds</p> <p>Read accurately words of 2 or more syllables</p> <p>Read further common exception words</p> <p>Read most words quickly without overtly sounding</p>	<p>Re-read familiar books to build fluency and confidence.</p> <p>Read stories and passages at a pace of 90 words per minute.</p>	<p>Reading VIPERS</p> <p>Vocabulary Inference Prediction Explain Retrieval Sequence</p>	<p>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.</p>	<p>To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.</p>

Chadsmead Primary Academy Reading Progression - Year 3

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
<p>myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person</p> <p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant vowel, vowel, inverted commas</p>	<p>Recap and build upon phonic knowledge previously taught.</p>	<p>Use phonic knowledge to decode quickly and accurately.</p> <p>Apply a growing knowledge of root words and prefixes including; <i>in, im, il, ir, dis, mis, un, re, sub, inter, super, anti, auto</i> to read aloud.</p> <p>Apply a growing knowledge of root words and suffixes including; <i>ly, ous, ture, sure, sion, tion, ssion, cian</i>, to read aloud.</p>	<p>Continue to accurately read at a pace of 90+ words per minute</p>	<p>Reading VIPERS</p> <p>Vocabulary Inference Prediction Explain Retrieval Sequence</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>Recognise different forms of poetry e.g. free verse, narrative poetry</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>

Chadsmead Primary Academy Reading Progression - Year 4

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
<p>metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings</p> <p>determiner pronoun, possessive pronoun, adverbial</p>		<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply a growing knowledge of root words and prefixes and suffixes to read aloud fluently.</p>	<p>Continue to accurately read at a pace of 90+ words per minute</p>	<p>Reading VIPERS</p> <p>Vocabulary Inference Prediction Explain Retrieval Sequence</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>

Chadsmead Primary Academy Reading Progression - Year 5

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
<p>classic, figurative language, imagery, climax, theme, personification, humorous, free, verse, rap, couplets</p> <p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>		<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues.</p> <p>Apply a growing knowledge of root words and prefixes and suffixes including; <i>sion, tion, cial, tial, ant, ance, ancy, ent, ence, ency, able, ably, ible, ibly</i> to read aloud fluently</p>	<p>Continue to accurately read at a pace of 90+ words per minute</p>	<p>Reading VIPERS</p> <p>Vocabulary Inference Prediction Explain Retrieval Sequence</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>

Chadsmead Primary Academy Reading Progression - Year 6

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
<p>flash back, epilogue, prologue, protagonist, antagonist, convention, mood, twist, style, parody, cliché, biography, autobiography, tragedy, comical</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points</p>		<p>To read fluently with full knowledge of Y5/6 common exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues.</p>	<p>Continue to accurately read at a pace of 90+ words per minute</p>	<p>Reading VIPERS</p> <p>Vocabulary Inference Prediction Explain Retrieval Sequence</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>	<p>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.</p>