



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



Learning Progression Subject: Reading							
Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<ul style="list-style-type: none"> -Read individual letters by saying the sound for them. - Blend some sounds into words; so that they can read short words made up of letter-sound correspondences. -Read some letter groups that each represent one sound and say sounds for them. (at least 10 for ELG) - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> -Can apply phonic knowledge to decode words -Can speedily read all 40+ letters/groups for 40+ phonemes, including where applicable, alternative sounds for graphemes. -Can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. -Can read all of the Reception and Year 1 common exception words. -Can read common suffixes (-s, -es, -ing, -ed, etc.) -Can read multi-syllable words containing taught GPCs. -Can read aloud phonically-decodable texts. -Can read words with contractions. 	<ul style="list-style-type: none"> -Can demonstrate secure phonic decoding until reading is fluent. - Can read accurately by blending, including alternative sounds for graphemes. -Can read multi-syllable words containing these graphemes. -Can read common suffixes. -Can read exception words, noting unusual correspondences. -Can read most words quickly & accurately without overt sounding and blending. 	<ul style="list-style-type: none"> - Reads independently using a range of strategies appropriately, including decoding to pronounce unfamiliar words. - Reads aloud with developing fluency and expression, taking into account punctuation and spoken words. - Can read accurately by blending sounds in words. Can read accurately words of more than two syllables. -Can read words containing common suffixes. - Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 'dis-', 'mis-', 'in-', 'il-', 'im-', 'ir-', '-ly'). -Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> -Reads effortlessly most or all of the Year 3/4 common exception word list. - Reads aloud with developing fluency, expression and intonation taking into account: inverted commas for dialogue, change of character, tension and atmosphere. - Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', 'ation', '-ous') -Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> -Reads most (80%) or all of the Year 5 common exception word list. -Reads aloud with accurate intonation that shows an understanding of the text. -Can 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 to the expectations of year 5 spellings. 	<ul style="list-style-type: none"> -Reads effortlessly most or all of the Year 5/6 common exception word list. -Reads aloud with fluency and expression, taking into account punctuation and the author's intent. -Fluently and effortlessly -Reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books. -Can 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 to the expectations of year 6 spellings.

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

Tel: (01924) 488282

E-mail: office@stpaulinus.org

Website: www.stpaulinuscps.org.uk



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



Range of reading	<ul style="list-style-type: none"> - Listens carefully to rhyme and songs, paying attention to how they sound. - Listens to and talks about stories to build familiarity and understanding - Engage in Non-fiction books. 	<ul style="list-style-type: none"> -Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Beginning to link what they have read or heard read to their own experiences. 	<ul style="list-style-type: none"> -Listens to, discusses and expresses 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. 	<ul style="list-style-type: none"> -Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Beginning to read books that are structured in different ways and reads for a range of purposes. 	<ul style="list-style-type: none"> -Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reads books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> -Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reads books that are structured in different ways and reading for a range of purposes. -Beginning to make comparisons within and across books 	<ul style="list-style-type: none"> -Continues to read and discuss, with increased confidence, an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Reads books that are structured in different ways and reading for a range of purposes. -Makes comparisons within and across books.
Familiarity with texts	<ul style="list-style-type: none"> - Listens to and talks about stories to build familiarity and understanding. - Begins to retell stories with some exact repetition and some in their own words. - Re-reads books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -Recognise and joins in with predictable phrases 	<ul style="list-style-type: none"> -Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. -Recognises simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> -Becoming familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -Recognises themes in age- appropriate texts, such as the triumph of good over evil. -Beginning to recognise conventions in age- appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries'. - Beginning to discuss how language, structure and presentation help the reader to understand the text. -Beginning to identify themes and conventions in a range of books. 	<ul style="list-style-type: none"> -Becoming increasingly familiar with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally. -Identifies themes and conventions in a wider range of books. -Explores underlying themes and ideas. -Recognises conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales. -Recognises themes in age- appropriate texts, such as bullying. -Identifies similarities in themes and conventions across a range of books. - Identifies specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a 	<ul style="list-style-type: none"> -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. -Beginning to identify and discuss themes and conventions in and across a wide range of writing e.g.'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing. -Beginning to discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. -Beginning to identify and comment on genre-specific language features used in age- 	<ul style="list-style-type: none"> -Increasing their familiarity with a wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. -Can identify and discuss themes and conventions in and across a wider range of writing e.g.'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing. -Can discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. -Can identify and comment on genre-specific language features used in age-

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

Tel: (01924) 488282

E-mail: office@stpaulinus.org

Website: www.stpaulinuscps.org.uk



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



					reader.	appropriate texts, e.g. related language to convey information in a non-fiction text. -Beginning to understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text.	appropriate texts, e.g. related language to convey information in a non-fiction text. -Can understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text.
Poetry	-Performs songs rhymes and poems with others and when appropriate try to move to in time to music.	-Beginning to appreciate rhymes and poems, and to recite some by heart.	-Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	-Prepares poems and play scripts to read aloud and to perform, beginning to show an understanding through intonation, tone, volume and action. -Beginning to recognise some different forms of poetry.	-Prepares poems and play scripts to read aloud and to perform, showing an increased understanding through intonation, tone, volume and action. -Recognises some different forms of poetry [Haiku, nonsense, List poems Kennings].	-Can recite a wide range of poetry by heart. -Prepares poems and plays to read aloud and to perform, beginning to show an understanding through intonation, tone and volume so that the meaning is clear to an audience.	-Can recite a wider range of poetry by heart. -Prepares poems and plays to read aloud and to perform, showing a secure understanding through intonation, tone and volume so that the meaning is clear to an audience.
Word Meaning	- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.	-Beginning to discuss word meanings, linking new meanings to those already known.	-Developing confidence in discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	- Uses a dictionary to check the meaning of words that they have read. -Use known strategies appropriately to establish meaning, in books that can be read independently. - Beginning to self-correct misread words when reading age-appropriate texts and discusses the meaning of new words in context.	-Uses a dictionary, with increased confidence, to check the meaning of words that they have read. -Uses known strategies appropriately to establish meaning -Increased confidence in self-correcting misread words when reading age-appropriate texts and suggest the meaning of new words in context. - Discusses understanding as it develops and explains the meaning of words in	-Uses contextual and genre knowledge to determine alternate meanings of known words.	Can identify and comment on genre-specific language features used in age appropriate texts, e.g. shades of meaning between similar words

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

Tel: (01924) 488282

E-mail: office@stpaulinus.org

Website: www.stpaulinuscps.org.uk



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



					context.		
Comprehension: Understanding	- Begins to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	-Draws on what they already know or on background information and vocabulary provided by the teacher. -Beginning to check that the text makes sense to them as they read and attempts to self-correct inaccurate reading.	-Discusses the sequence of events in books and how items of information are related. -Draws on what they already know or on background information and vocabulary provided by the teacher. -Checks that the text makes sense to them as they read and corrects inaccurate reading.	-Checks that the text makes sense to them, discussing their understanding and explains the meaning of words in context. -Shows an understanding of the main points drawn from more than one paragraph. -Begins to ask questions to improve their understanding of a text. -Extracts information from the text and makes notes using reference to the text. -Identifies main ideas drawn from more than one paragraph and summarises these. -Begins to use vocabulary from the text to support responses and explanations. -Summarises the main details from more than one paragraph in a few sentences, using vocabulary from the text.	-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 -Summarise main details from more than one paragraph in a few sentences accurately and succinctly using, using vocabulary from the text Understand how paragraphs are used to order and build up ideas and can be used by readers to monitor and summarise -Use specific vocabulary and ideas expressed in the text to support own responses, explanations and own views	-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 -Ask pertinent and helpful questions to improve their understanding of a text - Understand what they read, in books they can read independently, by 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 summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas -Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. -Produces a succinct summary, paraphrasing the main ideas from across the text or a range of sources.

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

Tel: (01924) 488282

E-mail: office@stpaulinus.org

Website: www.stpaulinuscps.org.uk



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



Inference	<ul style="list-style-type: none"> - Understands 'why' questions e.g 'Why do you think the caterpillar got so fat?' - Begins to offer explanations for why things might happen. 	<ul style="list-style-type: none"> - Begins to discuss the significance of the title and events - Begins to make inferences on the basis of what is being said and done. - Beginning to comment on characteristics and actions of characters 	<ul style="list-style-type: none"> - Makes more complex inferences on the basis of what is being said and done. - Can state the inference within a sentence. 	<ul style="list-style-type: none"> - Begins to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Discuss the actions of characters - Draw generally accurate inferences such as inferring character's feelings form their thoughts and acitons, sometimes, but not always, fully supported through reference to the text 	<ul style="list-style-type: none"> - Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Draw generally accurate inferences including inferring a character's motives from their thoughts and actions, sometimes supported through reference to the text Discuss how speech can show a character's emotions Infer underlying themes and ideas 	<ul style="list-style-type: none"> - Begins to draw more complex inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with at least one piece of evidence. - Begin to make links between the authors' use of language and the inferences drawn - Refer accurately to elements from across the text to support predictions and opinions. 	<ul style="list-style-type: none"> - Can draw complex inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. - Refers to the text to support predictions and opinions expanding responses to provide Evidence + Explanation). - Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative, as clues are picked up through a text, e.g. action and dialogue (as well as descriptive language) enable inferences to be developed.
Prediction	<ul style="list-style-type: none"> - Anticipates where appropriate key events in stories. 	<ul style="list-style-type: none"> - Begins to make predictions based on titles, text, blurb and/or pictures. - Begins to makes plausible predictions about characters based on what has been said, their own experiences or knowledge of the story. - Begins to make plausible predictions about the plot of an unknown story using the text, book features and what has been said. 	<ul style="list-style-type: none"> - Increased confidence when making plausible predictions about what might happen on the basis of what has been read so far, using a range of clues (e.g. experience of books written by the same author; experience of books already read on a similar theme, book title, cover and blurb). 	<ul style="list-style-type: none"> - Beginning to predict what might happen from details stated or implied (using various clues from the text). - Beginning to make plausible predictions based on knowledge of the text. 	<ul style="list-style-type: none"> - Can predict what might happen from details stated and implied (using an image/chapter title/single sentence) using a single reference to the text to support their idea. - Can make plausible predictions based on knowledge of the text. 	<ul style="list-style-type: none"> - Beginning to make predictions and express opinions, explaining and justifying these with at least one reference to the text. 	<ul style="list-style-type: none"> - Can make predictions and express opinions, explaining and justifying these using at least two quotations and text references to support ideas and arguments.

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



Authorial Intent	-	-Begins to show an awareness, through discussions, of how the author makes reading interesting and exciting.	-Shows awareness, when discussing reading, of words that have been used to create a particular feeling.	-Discussing words and phrases that capture the reader's interest and imagination. -Identify specific language which contributes to the development of meaning. -Discuss the effect specific language has on the reader.	-Discussing words and phrases that capture the reader's interest and imagination. -Identifying how language, structure, and presentation contribute to meaning. -Discuss how language used has an effect on the reader. -Notice and discuss the author's choice and order of content linked to purpose. For example: <i>Why has the author started the story in the middle of the events?</i> <i>Why has the author included that the Vikings created beautiful jewellery?</i>	-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. -Identify and explain the author's point of view with reference to the text. - Consider the similarities and differences in approaches taken and viewpoints of authors and of fictional characters.	-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	- Begins to engage in non-fiction books. - Listens to and talks about selected non-fiction. - Begins to offer verbal explanations for why things might happen, making use of recently introduced vocabulary from non-fiction texts.	-Being introduced to non-fiction books that are structured in different ways. -Begins to identify key information from a non-fiction through retrieval.	- Becoming increasingly familiar with non-fiction books that are structured in a wider variety. - Beginning to identify the common text features used within non-fiction texts. - Beginning to use the skill skim and scan to locate key information. - Beginning to use the contents and index pages to location information in non-fiction texts. - Retrieves and records basic information from sections of a non-fiction.	-Retrieves and records more complex information from non-fiction text/s. - Uses text features to locate information e.g. contents, indices, subheadings. -Begins to recognise fact and opinion in non-fiction texts. Locates information using skimming, scanning and text marking.	- Can confidently retrieve and record information from a wide range of non-fictions with varying complexities. Identifies a range of presentational devices used to guide the reader in non-fiction, e.g. appropriate subheadings. - Recognises and distinguishes between fact and opinion in non-fiction texts. - Uses text features, with increased confidence, to locate information e.g. contents,	-Distinguishes between statements of fact and opinion and is beginning to understand why this is important to interpreting the text. -Retrieves records and presents information from more challenging non-fiction texts. - Retrieves and records information from non-fiction by using features to locate information e.g. contents, indices, subheadings -Beginning to skim and scans efficiently for vocabulary, key ideas and	-Distinguish between statements of fact and opinion and recognises in the language used by authors to influence readers. - Can confidently retrieve, record and present information from increasingly challenging non-fiction texts in a timely manner. - Can skim and scan efficiently to extract information from age-appropriate texts and make well organised notes of the main ideas using quotation and reference to the text using own

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



					indices, subheadings. - Can locate information using skimming, scanning and text marking with increased confidence. - Retrieves and records information from non-fiction, extracting information from age-appropriate texts and make notes using quotation and reference to the text.	facts on both the printed page and screen. -With increased confidence, retrieves, records and presents information from non-fiction extracting information from age-appropriate texts and make notes using quotation and reference to the text	words
--	--	--	--	--	---	---	-------

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.' Ofsted 2017

Tel: (01924) 488282

E-mail: office@stpaulinus.org

Website: www.stpaulinuscps.org.uk