



Thurston CE Primary Academy Progression Reading

EYFS				
Listening, attention and engagement	Word Reading	Vocabulary	Retrieval	Inference
<p>Enjoys looking at books and other printed material with familiar people Handles books and printed material with interest</p> <p>Is interested in books and rhymes and may have favourites</p> <p>Uses small world play to engage with songs, rhymes and stories</p> <p>Fills in the missing word or phrase in a known rhyme, story or game</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Shows interest in illustrations and print in books and print in the environment Recognises rhythm in spoken words Holds books the correct way up and turns pages</p> <p>Continues a rhyming string</p>	<p>-Recognises familiar words and signs such as own name and advertising logos -Knows information can be relayed in the form of print -Knows that print carries meaning and, in English, is read from left to right and top to bottom -Can tune in, remember, talk about and make different sounds (in the environment, instrumental, body percussion, rhythm and rhyme, alliteration and voice) -Can orally blend and segment the sounds that letters make -Hears and says the initial sound in words -Can segment the sounds in simple words and blend them together and knows which letters represent some of them -Links sounds to letters, naming and sounding the letters in the alphabet -Begins to read words and simple sentences -Can read accurately phonically decodable words up to and including Phase 4 (Letters and Sounds)/Set 2 (RWI) -Can read some irregular common words</p>	<p>Understands single words in context (first objects, then actions)</p> <p>Identifies words by pointing to the right picture and selects familiar objects by name</p>	<p>Begins to understand 'who', 'what', 'where', 'why' and 'how' questions when listening to a story</p> <p>Describes main story settings, events and principal characters</p> <p>Knows that information can be retrieved from books and computers</p> <p>Demonstrates understanding when talking with others about what they have read</p>	<p>When listening to a story, is beginning to be aware of the way stories are structured and suggests how the story might end</p> <p>Listens to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions</p>

You will never have this day again so, with the guidance of God, make it count!



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	Key Stage 1		Key Stage 2			
	Year 1/2		Year 3/4		Year 5/6	
Word Reading	Use phonic knowledge to decode regular words and read them aloud accurately	Use phonic knowledge to decode regular words and read them aloud accurately	Continue to use phonic knowledge to decode unfamiliar words	Continue to use phonic knowledge to decode unfamiliar words	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words
	Read and understand simple sentences	Read accurately most words of two or more syllables	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words	Apply knowledge of root words (word families) to read aloud and understand the meaning of new words	Apply knowledge of root words (word families) to read aloud and understand the meaning of new words
	Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words	Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without overt sounding and blending	Re-read books to build up fluency and confidence in word reading	Apply knowledge of root words (word families) to read aloud and understand the meaning of new words		
	Re-read books to build up fluency and confidence in word reading	Read sufficiently fluently to be able to focus on understanding rather than on decoding individual words				
		Read most words containing common suffixes (GD)				

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	Key Stage 1		Key Stage 2			
	Year 1/2		Year 3/4		Year 5/6	
Vocabulary	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Make links to words already known</p>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p>	<p>Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p> <p>Check meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words used in a familiar context.</p> <p>Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</p>	<p>Check the meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words and know how to use in the correct context</p> <p>Write own definitions for words</p> <p>Use dictionaries to check the meaning of words read</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p>	<p>Check the meanings of words using teacher prepared definitions</p> <p>Explain the meanings of words and know how to use in the correct context</p> <p>Ask questions to improve understanding of vocabulary</p> <p>Explore the meaning of words in context (asking questions, checking word meanings)</p> <p>Write own definitions for words</p> <p>Use dictionaries to check the meaning of words read</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p>	<p>Check the book makes sense, discussing and exploring the meaning of words in context</p> <p>Use dictionaries to check the meaning of words read</p> <p>Ask questions to improve understanding of vocabulary</p> <p>Discuss how words and phrases have been used to build a picture for the reader</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>

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	Key Stage 1		Key Stage 2			
	Year 1/2		Year 3/4		Year 1/2	
Retrieval	Retell familiar stories in the correct sequence	Retell familiar stories in the correct sequence	Check the text makes sense	Check the text makes sense	Check the book makes sense by discussing and re-reading the text	Explain and discuss what has been read
	Check the text makes sense	Check the text makes sense	Correct inaccurate reading	Answer basic retrieval questions using evidence in the text	Ask questions to improve understanding of a text	Ask questions to improve understanding of a text
		Correct inaccurate reading	Answer basic retrieval questions using evidence in the text	Discuss understanding of a text	Answer retrieval questions using evidence in the text	Retrieve, record and present information from non-fiction
		Answer basic retrieval questions	Discuss understanding of a text	Ask questions to improve understanding of a text	Explain and discuss what has been read	Distinguish between fact and opinion
		Explain what has happened so far in what they have read	Ask questions to improve understanding of a text	Retrieve and record information from non-fiction	Retrieve, record and present information from non-fiction	Know and discuss setting, character and event changes across a text
			Retrieve and record information from non-fiction	Know and discuss setting, character and event changes across a text	Distinguish between fact and opinion	Identify how text structure/presentation contributes to meaning and understanding
			Know and discuss setting, character and event changes across a text	Identify how text structure/presentation contributes to meaning and understanding	Know and discuss setting, character and event changes across a text	Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)
				Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)	Identify how text structure/presentation contributes to meaning and understanding	Identify and discuss themes and conventions in and across a wide range of writing
					Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text)	

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	Key Stage 1			Key Stage 2		
	Year 1/2		Year 3/4	Year 1/2		
Inference	<p>Talk about characters' feelings</p> <p>Make inferences on the basis of what is being said and done</p>	<p>Make (some) inferences</p> <p>Make a plausible prediction about what might happen on the basis of what has been read so far (GD)</p> <p>Make links between the book they are reading and other books they have read (GD)</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>Identify main ideas from a paragraph and summarise</p> <p>Predict what might happen from details stated</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text</p> <p>Identify main ideas from more than one paragraph and summarise</p> <p>Predict what might happen from details stated</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <p>Provide reasoned justifications for views expressed</p>

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