

Reading Progression of Skills

At Dormanstown we love reading, which we see as the absolute foundations of our curriculum offer. Throughout their journey with us, children are exposed to quality texts which challenge them to think hard, and to answer a range of questions, as well as develop their vocabulary acquisition and promote fluency and prosody in their delivery.

Below is the progression in reading skills at expected standard by which we assess from Year 1 to Year 6, across both word reading and comprehension strands to illustrate how we expect our children to progress through each year of their time in the academy.

Text selection is a crucial part of this process, and our staff work hard to consider the books they use in their reading sessions. Each text is selected based on its complexity of vocabulary, age appropriate themes, narrative voice, content and structure of non-fiction, engaging subject matter for the cohort, links to the writing outcomes, and over the course of a year providing children with a diverse range of authors, protagonists, settings and styles.

Examples of some of the texts used in our classes are:

Y1	Y2	Y3	Y4	Y5	Y6
					

Word Reading:

Y1	Y2	Y3	Y4	Y5	Y6
<p>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* (Autumn - Pink RWInc Group, Spring - Yellow RWInc Group, Summer - Blue RWInc Group).</p> <p>Read taught common exception words.</p> <p>Read words with –s –es –ing –ed –er – est.</p> <p>Read words with contractions, understanding the apostrophe represents the omitted letter.</p> <p>Read aloud accurately books consistent with their developing phonic knowledge without overt segmenting and blending.</p>	<p>Read accurately words of two or more syllables.</p> <p>Read taught KS1 common exception words.</p> <p>Read words containing common suffixes.</p> <p>Read most words quickly and accurately without overt sounding and blending a text at their reading age.</p> <p>Sound out most unfamiliar words accurately using phonic knowledge and skills, automatically and without undue hesitation.</p> <p>Check the text makes sense and self corrects inaccurate reading.</p>	<p>Read texts with increasing accuracy and fluency.</p> <p>Read taught common exception words.</p> <p>Check the text makes sense through support with different pronunciations of words.</p>	<p>Read texts with increasing accuracy and fluency.</p> <p>Read taught common exception words.</p> <p>Check the text makes sense through different pronunciations of words.</p> <p>Applying growing knowledge of root words, prefixes and suffixes to read aloud new words</p>	<p>Read texts with accuracy and fluency.</p> <p>Read taught common exception words.</p> <p>Check the text makes sense through focusing on all letters within a word.</p> <p>Apply growing knowledge of root words, prefixes and suffixes to read aloud new words.</p>	<p>Read texts with accuracy and fluency.</p> <p>Read taught common exception words.</p> <p>Check the text makes sense.</p> <p>Apply growing knowledge of root words, prefixes and suffixes to read aloud new words.</p>

Comprehension:

Y1	Y2	Y3	Y4	Y5	Y6
<p>Answer retrieval questions in discussion with the teacher or independently.</p> <p>Draw on knowledge of vocabulary to understand texts. Identify title and key events.</p> <p>Make simple predictions for what might happen.</p> <p>Make simple inferences of what has been said and done.</p> <p>Summarise their understanding of the text.</p>	<p>Answer retrieval questions in discussion with the teacher and/or independently.</p> <p>Discuss a range of texts that are beyond their own reading ability.</p> <p>Discuss the sequence of events in a text, making links to related information.</p> <p>Recognise simple recurring literary language.</p> <p>Identify the meaning of vocabulary using links to those already known.</p> <p>Make inferences based on what is being said and done.</p> <p>Ask questions about a text.</p> <p>Make predictions about what might happen based on what has been read so far.</p>	<p>Ask questions about a text to improve understanding.</p> <p>Identify main ideas from a paragraph. Discuss a range of texts.</p> <p>Read for a range of purposes.</p> <p>Use a dictionary to clarify meaning of words, with support.</p> <p>Identify themes in a range of texts.</p> <p>Show an understanding of texts through use of intonation, tone and volume.</p> <p>Explain the meaning of words in context.</p> <p>Make inferences and justify with evidence.</p> <p>Make predictions about what might happen from details stated and implied.</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Identify how language, structure and presentation contributes to meaning.</p> <p>Retrieve information from non-fiction.</p>	<p>Ask questions about a text to improve understanding.</p> <p>Identify main ideas from a paragraph.</p> <p>Retrieves information from non-fiction.</p> <p>Discuss a range of texts and make comparisons within the same genre.</p> <p>Read for a range of purposes in different structured texts.</p> <p>Use a dictionary to clarify meaning of words.</p> <p>Identify themes and conventions in a range of texts.</p> <p>Show understanding of texts through use of intonation, tone and volume.</p> <p>Discuss words and phrase that captures the reader's interest and imagination.</p> <p>Explain and understands the meaning of words in context.</p> <p>Make inferences and justify within different formats.</p> <p>Make predictions about what might happen from details stated and implied.</p> <p>Summarise main ideas from more than one paragraph.</p> <p>Identify how language, structure and presentation contributes to meaning.</p>	<p>Ask questions about a text to improve understanding.</p> <p>Make inferences and justify with evidence.</p> <p>Make predictions about what might happen from details stated and implied.</p> <p>Discuss a range of texts and make comparisons across different genres.</p> <p>Read for a range of purposes in different structured texts for a range of audiences.</p> <p>Recommend books they have read, giving reasons for their choices.</p> <p>Make comparisons within a text.</p> <p>Make comparisons across a range of texts.</p> <p>Identify themes and conventions in a range of texts.</p> <p>Recite a poem by heart.</p> <p>Show understanding of texts through use of intonation, tone and volume.</p> <p>Explain and understand the meaning of words in context.</p> <p>Summarise main ideas from more than one paragraph, identifying key details.</p> <p>Identify how language, structure and presentation contributes to meaning.</p> <p>Evaluate authors' use of language and the impact on the reader.</p> <p>Distinguish between statements of facts and opinions.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Provide reasoned justifications for a viewpoint.</p>	<p>Ask and answer questions about a text to improve and show understanding.</p> <p>Make inferences and justify with evidence.</p> <p>Make predictions about what might happen from details stated and implied.</p> <p>Explain and understand the meaning of words in context.</p> <p>Discuss a range of texts and make comparisons between genres and authors.</p> <p>Read for a range of purposes in differently structured texts and apply to wider learning.</p> <p>Recommend books they have read, giving reasons for their choices.</p> <p>Make comparisons within a text and across a range of texts.</p> <p>Identify themes and conventions in a range of texts.</p> <p>Recite a selection of poems by heart.</p> <p>Show understanding of texts through use of intonation, tone and volume.</p> <p>Summarise main ideas from more than one paragraph, identifying key details to support.</p> <p>Identify how language, structure and presentation contributes to meaning.</p> <p>Evaluate authors' use of language and the impact on the reader.</p> <p>Distinguish between statements of facts and opinions.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Provide reasoned justifications for a viewpoint.</p>