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:



Word Reading:

blending the sounds in words that contain the common graphemes for all	Read accurately words of two or more syllables. Read taught KS1 common exception words.	Read texts with increasing accuracy and fluency. Read taught common exception words.	Read texts with increasing accuracy and fluency. Read taught	Read texts with accuracy and fluency. Read taught	Read texts with accuracy and fluency.
sounds in words that contain the common graphemes for all	more syllables. Read taught KS1 common exception	and fluency. Read taught common exception	and fluency. Read taught	fluency.	fluency.
that contain the common graphemes for all	Read taught KS1 common exception	Read taught common exception	Read taught	,	
graphemes for all	common exception	common exception	•	Read taught	Dood tought
0 1	•				Read taught
	worus.		common exception words.	common exception words.	common exception words.
(Autumn - Pink		words.	words.	words.	words.
	Read words	Check the text	Check the text	Check the text	Check the text
1 0	containing	makes sense	makes sense	makes sense	makes sense.
RWInc Group, Summer – Blue	common suffixes.	through support with different	through different pronunciations of	through focusing on all letters within	Apply growing
	Read most words	pronunciations of	words.	a word.	knowledge of root
	quickly and	words.			words, prefixes and
•	accurately without		Applying growing	Apply growing	suffixes to read aloud new words.
	overt sounding and blending a text at		knowledge of root words, prefixes and	knowledge of root words, prefixes and	aloud new words.
	their reading age.		suffixes to read	suffixes to read	
Read words with -s			aloud new words	aloud new words.	
0	Sound out most unfamiliar words				
	accurately using				
	phonic knowledge				
,	and skills,				
U	automatically and without undue				
	hesitation.				
omitted letter.					
	Check the text				
	makes sense and self corrects				
,	inaccurate reading.				
their developing					
phonic knowledge					
without overt					
segmenting and blending.					

Comprehension:

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