



Progression of Reading in St Pius X 2021-2022

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Curriculum Intent of Reading in St Pius X

At St Pius X reading is a priority and as a result we are trying to promote a love of reading in all children. We understand the importance of being able to read within the curriculum and wider world therefore we give children the opportunities to read a variety of genres and text types. We strive to provide the children with essential skills required to be fluent and confident readers. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction children are exposed to a wide and rich vocabulary that they take into other aspects of the curriculum.

Word Reading

	Year Group	Learning Intention
Decoding	Nursery	Identify and suggest rhymes and join in with rhyming games
	Reception	Blend sounds to read words.
	Year 1	Apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically decodable texts
	Year 2	Secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending
	Year 3	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	Year 4	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	Year 5	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
	Year 6	Read age-appropriate books with confidence and fluency (including whole novels) read aloud with intonation that shows understanding

See Phonic progression document

Comprehension

Range of Reading	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Join in with repeated refrains and phrases when being read to.
	Reception	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.
	Year 1	Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences
	Year 2	Listening to, discussing and expressing 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
	Year 3	Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes
	Year 4	Read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Year 5	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books
	Year 6	Make comparisons within and across books.
Familiarity with texts	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Handle books and identify the title and how a book should be read.
	Reception	Be aware of how the title and blurb give information about a book.
	Year 1	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases
	Year 2	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry
	Year 3	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books
	Year 4	Read a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Summarise what has happened in a text, using themes from paragraphs to help me.
	Year 5	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 identifying and discussing themes and conventions in and across a wide range of writing
	Year 6	Experience high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

Poetry & Performance	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	Learning to appreciate rhymes and poems, and to recite some by heart
	Year 2	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	Year 3	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognising some different forms of poetry
	Year 4	With guidance, prepares poems and play scripts in order to read aloud and to perform; showing understanding through intonation, tone, volume and action. Uses performance to extend interest in the meaning and origin of words
	Year 5	Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	Year 6	Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meaning	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Extend their vocabulary by exploring and using a wide range of new words.
	Reception	Learn new vocabulary and social phrases and use them throughout the day in small group discussions and during play activities
	Year 1	Discussing word meanings, linking new meanings to those already known
	Year 2	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
	Year 3	Using dictionaries to check the meaning of words that they have read
	Year 4	Using dictionaries to check the meaning of words that they have read
	Year 5 Year 6	Work out the meaning of words from the context
Understanding	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	Drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
	Year 2	Discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
	Year 3	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

	Year 4	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
	Year 5	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
	Year 6	Explain and discuss their understanding of what they have read
Inference	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Talk about the pictures in story books.
	Reception	Talk about the pictures in story books and use them to discuss how characters might be feeling.
	Year 1	Discussing the significance of the title and events making inferences on the basis of what is being said and done
	Year 2	Making inferences on the basis of what is being said and done answering and asking questions
	Year 3	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Year 4	Generally, makes straightforward inferences and justifies views with evidence; for example, inferring characters' feelings, thoughts and motives
	Year 5	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 6	Draw inferences and justifying these with evidence	
Prediction	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Suggest how a story might end.
	Reception	Suggest what might happen at different points in a story.
	Year 1	Predicting what might happen on the basis of what has been read so far
	Year 2	Predicting what might happen on the basis of what has been read so far
	Year 3	Predicting what might happen from details stated and implied
	Year 4	Predicting what will happen in a text, using details they have read.
	Year 5	Predicting what might happen from details stated and implied
Year 6	Predict what might happen from details stated and implied	
Authorial Intention	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	
	Year 2	
	Year 3	Discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning

	Year 4	Generally, comments on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed. Beginning to consider the impact of descriptive style.
	Year 5	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
	Year 6	Evaluate how authors use language, including figurative language, considering the impact on the reader
Non Fiction	<u>Year Group</u>	<u>Learning Intention</u>
	Year 1	
	Year 2	Being introduced to non-fiction books that are structured in different ways
	Year 3	Retrieve and record information from non-fiction
	Year 4	Generally, organisational features and conventions are identified and used to locate and retrieve information; for example, title, index, glossary and contents. Generally, records information from non-fiction using titles, headings, sub-headings and indexes.
	Year 5	Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction
	Year 6	Retrieve information from non-fiction
Discussing reading	<u>Year Group</u>	<u>Learning Intention</u>
	Nursery	Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment.
	Reception	Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.
	Year 1	Participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them
	Year 2	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
	Year 3	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
	Year 4	With prompts, participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic. Generally, recommends books that they have read, giving reasons for their choices
	Year 5	Recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views
Year 6	Summarise main ideas, identifying key details and using quotations for illustration	