



Reading Progression at St Mary's Catholic Primary

Comprehension

	Reading for pleasure	Familiarity	Poetry	Vocabulary	Understanding
EYFS	<ul style="list-style-type: none"> - listens to, and joins in with stories and poems, one-to-one and also in small groups - joins in with repeated refrains - listens to stories with increasing attention and detail 	<ul style="list-style-type: none"> - enjoys an increasing range of books 	<ul style="list-style-type: none"> - joins in with poems 	<ul style="list-style-type: none"> - uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> - demonstrate understanding when talking with others about what they have read
Y1	<p><i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non-fiction 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> - discussing word meanings, linking new meanings to those already known - discussing their favourite words and phrases 	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by: - 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 - explain clearly their understanding of what is read to them
Y2	<p><i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> - listening to, discussing and expressing views about a wide 	<ul style="list-style-type: none"> - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate 	<ul style="list-style-type: none"> - recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by:

	<p>range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<ul style="list-style-type: none"> - being introduced to non-fiction books that are structured in different ways - having opportunities to exercise choice in selecting books and being shown how to do so 	<p>intonation to make the meaning clear</p>	<ul style="list-style-type: none"> - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - beginning to use morphology to work out unknown words 	<ul style="list-style-type: none"> - 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 - asking questions about a text - discussing the sequence of events in books and how items of information are related
Y3/4	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a 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 - having opportunities to exercise choice in selecting books 	<ul style="list-style-type: none"> - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - beginning to identify themes and conventions in a wide range of books - begin to make links between the book they are reading and other books they have read - knowing how to use contents pages and indexes to locate information 	<ul style="list-style-type: none"> - preparing poems and play scripts to read aloud and to perform - recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> - beginning to use dictionaries to check the meaning of words that they have read - distinguishing shades of meaning among related words - begin to give or explain the meaning of words in context 	<p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> - 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
Y5/6	<p>maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 	<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 - identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - using dictionaries to check the meaning of words that they have read - give or explain the meaning of words in context 	<p>understand what they read by:</p> <ul style="list-style-type: none"> - 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

		- making comparisons within and across books including characters, settings, themes			
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	Inference	Prediction	Retrieval	Summarising/ Sequencing	Discussing	Authorial Intent
EYFS	- answer 'how' and 'why' questions about their experiences and in response to stories or events	- suggest how a story might end - anticipates key events and phrases in rhymes and stories	- knows that information can be retrieved from books and computers - describes main story settings, events and principal characters	- begin to show an awareness of how stories are structured	- respond to what they hear with relevant comments, questions or actions	
Y1	- making inferences on the basis of what is being said and done	- predicting what might happen on the basis of what has been read so far	- begin to identify the main events in fiction and key points in non-fiction - begin to answer simple questions about characters and events, or key information	- sequence main events in texts - begin to understand how written language can be structured in order e.g. to build suspense in narratives or present facts in non-fiction	- discussing the significance of the title and events - participate in discussion about what is read to them, taking turns and listening to what others say	
Y2	- making inferences on the basis of what is being said and done - learning about cause and effect in narrative and non-fiction	- predicting what might happen on the basis of what has been read so far	- identify the main events in fiction and key points in non-fiction - answer questions about the text	- identify and explain the sequence of events in texts - understand how written language can be structured in order	- participate in discussion about books, poems and other works that are read to them and 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	
Y3/4	<ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> - predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction - answer literal questions about the text 	<ul style="list-style-type: none"> - identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> - 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 - begin to recommend books that they have read to their peers, justifying their views 	<ul style="list-style-type: none"> - identifying how language, structure, and presentation contribute to meaning - discussing words and phrases that capture the reader's interest and imagination - demonstrate an understanding of figurative language
Y5/6	<ul style="list-style-type: none"> - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> - predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> - retrieve, record and present information from non-fiction - identify key details from fiction and answer literal questions 	<ul style="list-style-type: none"> - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> - recommending books that they have read to their peers, giving reasons for their choices - participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and 	<ul style="list-style-type: none"> - 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 - learning the technical terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect

					using notes where necessary - provide reasoned justifications for their views	
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