VALENCE PRIMARY SCHOOL
Subject Progression Grid

Literacy - Reading Progression Grid

At Valence, we believe immersion through speaking and listening, reading and writing, is how our pupils explore and make sense of the world beyond their own experiences. They acquire knowledge and build on what they already know. In order to create a lifelong enjoyment of literacy, we ensure our curriculum is diverse. This reflects the rich cultures of our families, enabling pupils to relate and connect to their learning.

P.R.A.I.S.E Pride Respect Achievement Independence Success Enjoyment

	Reception	Year 1	Year 2	Year3	Year4	Year 5	Year 6
Title							
Word Reading - Phonics and Decoding	Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letter represents some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Use phonic knowledge to decode regular	Apply phonic knowledge to decode words and blend to read aloud phonically-decodable texts. Re-read books to build fluency and confidence. Read simple sentences and understand the meaning. Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.	Apply phonic decoding until automatic and reading is fluent Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically. Read most words quickly & accurately without overt sounding and blending. Re-read books to build up fluency and confidence in word reading note punctuation to read with	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re- sub-, inter-, super-, anti- and auto. Apply their growing knowledge of root words and suffixes/word	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. Read Year 3 and 4 common exception words, noting unusual correspondences.	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To begin to work out how to pronounce unfamiliar written words. Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -	Read fluently with full knowledge of all Y5/ Y6 common exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

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	words and read them aloud accurately. Read some common irregular words.	Read polysyllabic words containing taught GPCs. Read common suffixes (–s, –es, –ing, –ed, –er and –est). Read contractions and understand that the apostrophe represents the omitted letter(s). Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	appropriate expression. Read accurately by blending, including alternative sounds for graphemes. Read polysyllabic words containing above graphemes. Read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly). Read Year 2 common exception words, noting unusual correspondences.	endings, including -ation, -ly, -ous, -ture, -sure, - sion, -tion, -ssion and -cian, to begin to read aloud. Begin to read the Year 3 and 4 Common exception words, noting unusual correspondences.		sion, -tion, -cial, -tial, -ant/-ance/-ancy, - ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. Begin to read the Year 5 and 6 common exception words, noting unusual correspondences.	
Familiarity with texts		Become familiar with and begin to retell key stories, fairy stories and traditional tales. Join in with predictable words/phrases.	Retell a range of stories, fairy stories and traditional tales. Build up a repertoire of poems learnt by heart and recite some with	Know and be able to retell some myths and legends. Recognise some different forms of poetry. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.		Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions. Learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through	

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		Begin to recite some rhymes/poems by heart. Begin to look at the features of non-fiction books.	appropriate intonation. Introduced to non - fiction books that are structured in different ways.	Read a range of books, that are structured in different ways (including non -fiction) and for different purposes.		intonation, tone and volume so that the meaning is clear to the audience. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books that are structured in different ways and read for a range of purposes.	
Book Talk		Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. Participate in discussion about what is read to them, taking turns and listening to what others say.	Listen to and express views about contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently. 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.	Participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say. Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.		Recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material. Lead and participate in discussions about books, building on their own and other's ideas and challenging views politely. Explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for their views with increasing confidence.	

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Meaning of Words and authorial intent	Ascribe meanings to marks that they see in different places.	Discuss word meanings and link new meanings to words already known. Recognise and join in with predictable phrases. Discuss the significance of the title and events.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases. Recognise and retain recurring language from texts previously read and read to them (patterns and rhymes). Use commas, question marks and exclamation marks to vary expression. Read aloud with expression and intonation.	Discuss words and phrases that capture the reader's interest and imagination. Discuss understanding and identifying the meaning of words in context. Use dictionaries to check the meaning of words that they have read. Identify how language, structure and presentation contribute to meaning in the whole text - recognise how commas are used to give more meaning.	Discuss words and phrases that capture the reader's interest and imagination. Discuss understanding and identifying the meaning of words in context. Use dictionaries to check the meaning of words that they have read. Identify how language, structure and presentation contribute to meaning - Identify how sentence types van be changed by altering word order, tenses, adding/deleting words and amending punctuation.	Check for sense and discuss understanding and exploring the meaning of words in context. Identify vocabulary chosen to convey different messages, moods, feelings and attitudes. Identify and discuss structural devices the author has used to organise the text - Recognise clauses within sentences. Comment and compare the language choices the author has made to convey information including in a range of non-fiction texts.	Focus on letters in unfamiliar words to read accurately. Identify how style is influenced by the audience and purpose, commenting on elements and making comparisons between books. Identify and discuss structural devices the author has used to organise the text - appreciates how a set of sentences has been arranged to create maximum effect. Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader.

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Retrieval		Draw on what they already know or background information and vocabulary to understand text. Identify the main character in a story or the subject of a non-fiction text Retell key events. Explain clearly their understanding of what is read to them, discussing the significance of the title and events. Check the text makes sense to them as they read and correct inaccurate reading.	Answer simple retrieval questions about a text. Ask simple questions to find the answer in a simple text. Discuss a sequence of events in a book and how items of information are related. Check the text makes sense to them as they read and correct inaccurate reading.	Check that the text makes sense to them. Answer literal retrieval questions and locate the information in the text. Begin to ask questions to improve their understanding of a text. Retrieve and record information from non-fiction – use contents and index to support.	Ask questions to support their understanding of the text. Retrieve and record information from non-fiction – use structure to support.	Ask questions and find the answer to questions in a text. Apply information retrieval skills across the curriculum – beginning to record key information.	Ask questions to support their understanding of the text and distinguish between fact and opinion. Explain understanding of what they have read, maintaining focus on the topic (using notes where necessary). Retrieve, record and present information from non-fiction.
Sequence and summarise		Sequence a simple story or event and use this to re-enact and retell. Exploring basic structure of known	Verbally identify main events or key points in a text. Sequence a range of stories or events and recall.	Identify main ideas from within a text, chapter or passage and summarise these .	Identify the main ideas drawn from one paragraph and summarise these.	Use the skill of skimming and scanning to identify key ideas. Begin to summarise the	Use the skills of skimming and scanning, text marking and note taking to identify key ideas.

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		stories (beginning, middle, end).				main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.	Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
Inference		Make inferences about characters' feelings using what they say and infer basic points with direct reference to the pictures and words in the text.	Make inferences about characters' feelings using what they say and infer basic points. Begin, with support, to pick up on more subtle references.	Make inferences about characters' feelings, thoughts and motives from their stated actions. Begin to justify them by referencing a specific point in the text. Identify themes and conventions in a range of books.	Make inferences about characters' feelings, thoughts and motives from their stated actions. Consolidate the skill of justifying them using a specific reference point in the text. Identify themes and conventions in a wide range of books.	Make inferences about characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place cross a text.	Make inferences about characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. Draw evidence from different places across the text. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. Consider different accounts of the same event and to discuss viewpoints (both of authors

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							and of fictional characters).
Prediction		To predict what might happen based on what has happened so far. Discuss the blurb and title of a book.	To predict what might happen based on the story so far. Predict events of a story based on the setting and predict how characters might behave based on what they do and from their appearance.	Predict what might happen from details stated and implied – make predictions about characters' actions and look for evidence.	Predict what might happen from details stated and implied- make predictions about characters' actions and look for evidence of change as a result of events.	Predict what might happen from details stated and implied. Make a prediction for how a character might change during a story and change predictions as events happen. Refer to text to support predictions and opinions.	Predict what might happen from details stated and implied – using more complex narratives e.g. with flashbacks, different points of view, narrative from two parallel threads. Refer to text to support predictions and opinions.
Links and comparisons		Begin to link what they hear or read to their own experiences and share their ideas through discussion.	Begin to make links to their own experiences more readily when they are reading and discuss these with others.	Make links to their own experiences when reading in order to connect with the text.	Make links to their own experiences when reading in order to connect with the text. Identify themes and conventions across a range of books and note down these connections.	Begin to identify and discuss themes and conventions across a wide range of writing. Make comparisons within and across books.	Identify themes and conventions in and across a wide range of writing.