



# PARKLANDS PRIMARY SCHOOL SKILLS PROGRESSION



## READING

Skills	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Word Reading</b>								
Decoding and fluency	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes</p> <p>Recognise alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain graphemes taught so far</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling</p>	<p>Use what he/she already knows about a text to help him/her understand what an unfamiliar word means</p>



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		<p>sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read many common exception words from (English appendix 1)</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</p> <p>Read other words of more than one</p>	<p>Read words containing common suffixes</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding</p> <p>Read aloud books closely matched to his/her improving</p>					
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		<p>syllable that contain taught GPCs</p> <p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words</p>	<p>phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading</p>					
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		Re-read phonically decodable books to build up fluency and confidence in word reading						
<b>Comprehension</b>								
Range of reading		Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently  Develop pleasure in reading, motivation to read, vocabulary and understanding by being	Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction  Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways	Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes	Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes  Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books	Engage with and comprehend a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors appropriate for his/her age



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		encouraged to talk about events in what is read or heard read and link them to his/her own experiences				Read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes  Read age-appropriate books, including whole novels, with confidence and fluency	
Familiarity with texts		Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Develop pleasure in	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  Develop pleasure in reading, motivation to read, vocabulary and	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally  Maintain positive attitudes to reading and understanding of	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally  Maintain positive attitudes to reading and understanding of what he/she reads by identifying	Maintain positive attitudes to reading and understanding of what he/she reads by 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	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions  Maintain positive attitudes to	Understand the different ways in which a text belongs to the social, cultural and historical context in which it was written, commenting on the language and structure of the text  Compare how the themes or characters have been presented in a book he/she is currently



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		reading, motivation to read, vocabulary and understanding by joining in with predictable phrases	understanding by recognising simple recurring literary language in stories and poetry	what he/she reads by identifying themes in books	themes and conventions in a wide range of books	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing	reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing	reading, and in a book he/she has read previously  Understand the different ways in which setting, plot and characterisation can reflect the social, cultural and historical contexts in which the text was written
Poetry and performance	Make use of props and materials when role playing characters in narratives and stories.  Invent, adapt and recount narratives and stories with their peers and their teacher.  Perform songs,	Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts	Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry	Maintain positive attitudes to reading and understanding of what he/she reads by 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	Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart	Offer examples of where the poet uses poetic effects to create an impact on the reader



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	rhymes, poems and stories with others, and (when appropriate) try to move in time to music.							
Word meaning	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases	Use dictionaries to check the meaning of words that they have read	Use dictionaries to check the meaning of words that they have read			Use what he/she already knows about a text to help him/her understand what an unfamiliar word means  Offer an example of figurative language e.g. metaphors, simile and imagery from the text
Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their	Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of	Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the	Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key	Extract the main points from a text, engaging personally with the text and summarising the key points e.g. by skim



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	<p>own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions, rhymes and poems and during role play.</p>	<p>what is already known or on background information and vocabulary provided by the teacher</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading</p>	<p>events in books and how items of information are related</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher</p> <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects</p>	<p>understanding of words</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of a text</p> <p>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these</p>	<p>meaning of words in context</p> <p>Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</p>	<p>understanding and exploring the meaning of words in context</p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p>	<p>details that support the main ideas and using quotations for illustration</p> <p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p>	<p>reading in order to summarise the whole text</p>
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			inaccurate reading					
Inference	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for what things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Answer questions in discussion with the teacher and make simple inferences</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of</p>	<p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done</p> <p>Make inferences on the basis of what is said and done in a book he/she is reading independently</p>	<p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</p>	<p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Use inference, deduction and comparison to build knowledge of characters, themes, plots, the language and how Shakespeare's plays are performed e.g. by reading between the lines, sifting through the information, discarding irrelevant points and combining the information from notes taken</p>



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		the title and events						
Prediction	Anticipate (where appropriate) key events in stories.	Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far	Understand what he/she reads independently by predicting what might happen from details stated	Understand what he/she reads independently by predicting what might happen from details stated and implied	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied	
Authorial intent				Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech	Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession,	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Understand what he/she reads by identifying how language, structure and	Understand the different ways in which a text belongs to the social, cultural and historical context in which it was written, commenting on the language and structure of the text  Use examples to show that he/she



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				Discuss words and phrases that capture the reader's interest and imagination	fronted adverbials  Discuss words and phrases that capture the reader's interest and imagination		presentation contribute to meaning	understands that the writer has implied ideas in the text as well as made openly stated comments  Identify and describe the effect of a writer using a specific style e.g. literary, rhetorical or grammar features and say how successful the writer has been in engaging the reader and communicating clearly  Read a drama text and be able to identify the ideas expressed and how the words, actions and staging of the play communicate those ideas
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								Identify the outlook a writer might have and notice where the writer's beliefs, life experiences or opinions are expressed
Non-fiction	Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction.  Use and understand recently introduced vocabulary during discussions about non-fiction.		Being introduced to non-fiction texts that are structured in different ways	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction over a wide range of subjects	Retrieve, record and present information from non-fiction  Distinguish between statements of fact and opinion	Retrieve, record and present information from non-fiction  Distinguish between statements of fact and opinion	
Discussing reading	Demonstrate understanding of what has been read to	Participate in discussion about what is read to	Participate in discussion about books, poems and other works	Participate in reasoned discussion about books, poems	Participate in clear reasoned discussion about books, poems	Participate in discussions about books that are read to	Participate in discussions about books that are read to	Choose a text to read and explain why he/she prefers



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	<p>them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>him/her, taking turns and listening to what others say</p> <p>Explain clearly his/her understanding of what is read to him/her</p>	<p>that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say</p> <p>Explain what has happened so far in what he/she has read</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself</p>	<p>and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say</p>	<p>him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p>	<p>him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for his/her views</p>	<p>it to another text</p> <p>Develop his/her own view of a text, drawing on evidence and his/her opinions</p>
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