



## The Stonebridge School Progression in Reading



	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Decoding/ Fluency</b>	<p>Children use phonic knowledge to decode regular words and read them aloud accurately. They read and understand simple sentences.</p> <p><b>September 2020</b> Children can say a sound for each letter of the alphabet and at least 10 diagraphs. They read words consistent with their phonic knowledge by sound-blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p>	<p>Children read phonetically decodable texts confidently by blending the sounds and GPC that they have been taught so far – by the end of Year 1 they can read all 40 + phonemes.</p> <p><b>September 2020</b> Children can say a sound for each letter of the alphabet and at least 10 diagraphs. They read words consistent with their phonic knowledge by sound-blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words.</p>	<p>Children can read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes. They can read common suffixes and exception words, noting unusual correspondences.</p> <p>They have a growing number of words they can read automatically including common suffixes, multi-syllabic words and contractions. Children are beginning to read using appropriate expression.</p>	<p>Children can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Fluency is developed by choral reading in whole class reading and echo reading in small groups where needed.</p>	<p>They can read silently, aloud and chorally automatically recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.</p>		
<b>Tricky/ Common Exception / High Frequency Words</b>	<p><b>Phase 2</b> <i>a, dad, I, mum, big, it, at, is, on, up, back, if, but, of, into, his, to, him, had, in, no, got, the, go, an, as, can, off, not, get, and</i></p> <p><b>Phase 3</b> <i>will, that, then, now, she, this, with, for, he, them, down, me, my, see, too, was, all, look, we, you, her, be, they, are</i></p>	<p><b>Phase 4</b> <i>went, from, children, little, it's, just, help, said, were, out, like, one, have, do, when, some, come, there, what, so</i></p> <p><b>Phase 5</b> <i>Mr, looked, made, your, came, saw, Mrs, don't, asked, very, make, put, called, old, I'm, by, their, oh, could, about, house, time, day, people, here</i></p>	<p><i>door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, parents, Christmas</i></p>	<p><i>accident, accidentally, actual, actually, address, although, answer, appear, arrive, believe, bicycle, breath, build, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight, eighth, enough, exercise, experience, extreme, famous, favourite, February, forward, fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion, occasionally, often, opposite, ordinary, particular, perhaps, popular, position, possess, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, thought, through, various, weight, woman, women</i></p>	<p><i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient,</i></p>		



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					suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht	
<b>Range and familiarity of reading</b>	Children listen to and discuss poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they hear or read to their own experiences Children are becoming very familiar with key stories and traditional tales and can re-tell them through role-play. They can join in with well-known or repeated phrases in stories.	Children listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they read or hear read to their own experiences Children are becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics. They recognise and join in with predictable phrases.	Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently. Children are becoming increasingly familiar with and retelling a wider range of stories and traditional tales. They recognise simple recurring literary language in stories and poetry.	Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. Children are increasing their familiarity with a wide range of books, including key stories, traditional tales, myths, and legends – they are able to retell some of these orally. They are beginning to identify themes and conventions in a wide range of books.	Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. They are able to make comparisons within and across books. Children are increasing their familiarity with a wide range of books, including myths and legends modern fiction, fiction from our literary heritage, and books from other cultures and traditions. They are able to identify and discuss themes and conventions in and across a wide range of writing.	
<b>Vocabulary</b>	Children use talking about books to clarify their thinking, ideas and feelings. E.g. linking to their own experiences.	Children discuss new word meanings and link them to words they already know.	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children begin to find the meaning of new words using substitution within a sentence. They are able to use their growing vocabulary to suggest synonyms.	Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Children 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.
<b>Inference</b>	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.	Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify their opinion by referencing a specific point in the text.	Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.



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					reference point in the text.		
<b>Prediction</b>	Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role-play and small world play.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or though pictures.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	
<b>Explain</b>	Children can begin to explain who their favourite character is and why. They can say whether or not they like a story and begin to explain why.	Children can say whether or not they like a story, who their favourite character is and explain why. They can begin to make links to their own experiences, other stories and characters.	Children explain their reasons for story and character preferences and make suggestions for improving a text. They can begin to make links to their own experiences, other stories and characters.	Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. They can find and copy words and phrases to describe characters, setting and mood. Children can begin to identify the structure of a text, how it links and its purpose.	Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranges in a particular way.	Children can explain how content is related and contributes to the meaning as a whole. They are able to describe how the author's use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author's choice of vocabulary and explain how it enhances meaning. Children are able to explain how the themes and patterns develop across a text. They can explain how information links and contributes to the overall experience of reading a text.	
<b>Retrieval</b>	Children can answer simple recall questions about stories without pictures or prompts.	Children can answer questions about what has just happened in a story.	Children can explain their understanding of independent reading by answering simple questions about what they have just read. Children begin to learn the skill of 'skim and scan' to retrieve details.	Children use the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.
<b>Sequence/ Summarise</b>	Children recall and order key events from the text. They use a story line or narrative in their role-play and small world play.	Children retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with.	Children are able to write a brief summary of main points, identifying and using important information.	Children begin to make connections between information across the text and include this information in their written summaries.	Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.



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<b>Questioning</b>	With support, children can generate simple questions using who, when, what, how and why.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Children generate a variety of questions – recall and inferential to help them understand the text further.  Introduce the idea of 'story themes'  Love, friendship, revenge, learn a lesson, good vs evil etc.	Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.  Develop the idea of story themes.  Courage, overcoming obstacles etc.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.
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### Examples of progression in question stems from KS1 – KS2 (VIPERS)

	KS1	KS2
<b>Vocabulary</b> 	What does the word ..... mean in this sentence? Find and copy a word, which means ..... What does this word or phrase tell you about .....? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think ..... is repeated in this section?	What do the words ..... and ..... suggest about the character, setting and mood? Which word tells you that....? Which keyword tells you about the character/setting/mood? Find one word in the text, which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that.....
<b>Infer</b> 	Why was..... feeling.....? Why did ..... happen? Why did ..... say .....? Can you explain why.....? What do you think the author intended when they said.....? How does ..... make you feel?	Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of ..... show that they are ..... How can you tell that.....? What impression of ..... do you get from these paragraphs? What voice might these characters use? What was .... thinking when.....? Who is telling the story?
<b>Predict</b> 	Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.



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<b>Explain</b> 	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of ..... effective? The mood of the character changes throughout the text. Find and copy the phrases, which show this. What is the author's point of view? What affect does ..... have on the audience? How does the author engage the reader here? Which words and phrases did ..... effectively? Which section was the most interesting/exciting part? How are these sections linked?		
<b>Retrieve</b> 	What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....?	Why did ..... happen? How did .....? How many....? What happened to.....?	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did....? What happened to...?	What does.... do? How ..... is .....? What can you learn from ..... from this section? Give one example of..... The story is told from whose perspective?
<b>Sequence/ Summarise</b> 	Can you number these events 1-5 in the order that they happened? What happened after .....? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?		Can you number these events 1-5 in the order that they happened? What happened after .....? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?	