

## Key Components For Progression In Reading    Wraxall Church of England Primary School 2022

### When children start Year 2, they should be able to:

<ul style="list-style-type: none"> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence)</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud accurately books that are consistent with their developing phonic knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss events within the story.</li> </ul>
<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>Become very familiar with key stories, fairy stories and traditional tales.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>

It is important that these skills are embedded for automaticity as early as possible into Year 2 if not already. This should inform intervention teaching alongside the quality first teaching of Y2 objectives.

### When children start Year 3, they should be able to:

<ul style="list-style-type: none"> <li>Decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation.</li> <li>Read accurately by blending the sounds in words, recognising alternative sounds for graphemes.</li> </ul>	<ul style="list-style-type: none"> <li>Read accurately most words of two or more syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Read most words containing common suffixes.</li> </ul>	<p><b>In age-appropriate books, the pupil can:</b></p> <ul style="list-style-type: none"> <li>read words accurately (90-95% accuracy) and fluently without overt sounding and blending, e.g. at over 90 words per minute.</li> </ul>
<ul style="list-style-type: none"> <li>Read most common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

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<ul style="list-style-type: none"> <li>Check it makes sense to them as they read and correct inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions and make some inferences on the basis of what has been read so far.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>	
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It is important that these skills are embedded for automaticity as early as possible into Year 3 if not already. This should inform intervention teaching alongside the quality first teaching of Y3 objectives.

### When children start Year 4, they should be able to:

<ul style="list-style-type: none"> <li>Read an age appropriate book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss their understanding of what they have read, drawing inferences about the characters' feelings, thoughts and motives from their actions.</li> </ul>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw on contextual evidence to make sense of what is read.</li> </ul>	<ul style="list-style-type: none"> <li>Make basic comparisons within and across different texts and justify their views about a book written at an age-appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>Decode most new words outside the spoken vocabulary; read longer words with support and test out different pronunciations.</li> </ul>	
<ul style="list-style-type: none"> <li>Ask questions to enhance understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Make predictions based on details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words they have read.</li> <li>Retrieve and record information from non-fiction.</li> </ul>	

It is important that these skills are embedded for automaticity as early as possible into Year 4 if not already. This should inform intervention teaching alongside the quality first teaching of Y4 objectives.

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### When children start Year 5, they should be able to:

<ul style="list-style-type: none"> <li>Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.</li> </ul>	<ul style="list-style-type: none"> <li>Read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to match what they decode to words they may have already heard but may not have seen in print eg in reading the word technical, the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar but /tekɪnɪkəl/ ('teknical') should.</li> </ul>
<ul style="list-style-type: none"> <li>Summarise and present a familiar story in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on how language, including figurative language, is used to contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> </ul>
<ul style="list-style-type: none"> <li>Explain and justifies personal opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas drawn from more than one paragraph and summarise them.</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words that have been read.</li> </ul>

It is important that these skills are embedded for automaticity as early as possible into Year 5 if not already. This should inform intervention teaching alongside the quality first teaching of Y5 objectives.

### When children start Year 6, they should be able to:

<ul style="list-style-type: none"> <li>Reading should demonstrate increasing fluency across all subjects and not just in English.</li> </ul>	<ul style="list-style-type: none"> <li>A child understands some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.</li> </ul>	<p>Use reading strategies to work out any unfamiliar word;</p> <ul style="list-style-type: none"> <li>accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension.</li> </ul>
<ul style="list-style-type: none"> <li>Explain how language, structure, and presentation, can contribute to the meaning of a text.</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the main ideas drawn from more than one paragraph, identifying key</li> </ul>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>becoming increasingly familiar with a wide range of books including myths, legends and</li> </ul>	

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	details that support the main ideas.	traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
<ul style="list-style-type: none"> <li>• Make predictions based on details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across different texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reasoned justifications for their views about a book.</li> </ul>
<p>It is important that these skills are embedded for automaticity as early as possible into Year 6 if not already. This should inform intervention teaching alongside the quality first teaching of Y6 objectives.</p>			