



# St. Edward's Catholic Primary School Skills Progression



Celebrating  
Our  
Diversity

## Overall intent

We aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

## National Curriculum Statements

Year 1	
Objective	
Decoding	Read common exception words (Year 1 Spellings)  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with more than one syllable  Read aloud, accurately and independently books that are consistent with their developing phonic knowledge.  Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Comprehension / Retrieval	Checking the text makes sense as they read and self-correct mistakes.  Explaining clearly their understanding of what is read to them.  Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.  Predicting what might happen from what has been read so far  Linking their own experiences to their reading and using these to help understand the text.
Themes & Conventions	Understanding the particular characteristics of fairy tales and traditional stories  Discussing the significance of the title and events
Others	Retelling well known stories such as fairy tales and traditional stories  Learning to appreciate poetry/rhymes and recite some by heart  Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 2	
Objective	
Decoding	Read common exception words (Year 2 Spellings).  Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.  Read most words quickly and fluently without overt sounding/blending.  Read and recognise alternate sounds for different graphemes.  Read words with common suffixes (ed, ing).
Comprehension / Retrieval	Checking the text makes sense as they read and self-correcting mistakes.  Explaining clearly their understanding of what is read to them.  Asking and answering questions about books  Discuss the sequence of events in a book and how events are related  Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.  Predicting what might happen from what has been read so far  Linking their own experiences to their reading and using these to help understand the text.
Language for Effect	Discussing favourite words and phrases and explaining why they like them  Recognising recurring language in poems/stories
Themes & Conventions	Reading non-fiction books organised in different ways
Others	Retelling well known stories including fairy tales and traditional stories.  Learning to appreciate poetry/rhymes and recite some by heart  Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 3/4	
Objective	
Decoding	Read common exception words (Year 3 or Year 4 spellings)  Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Identifying the main ideas drawn from more than one paragraph and summarising these  Asking questions to improve their understanding  Retrieving, recording and presenting information from non-fiction  Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied  Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence
Language for Effect	Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning  Identifying how language, structure, and presentation contribute to meaning
Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Retelling well known stories (fairy tales, myths, legends) orally  Recognising some different forms of poetry (for example, free verse, narrative poetry)  Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience  Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 5/6	
Objective	
Decoding	Read common exception words (Year 5 or Year 6 spellings)  Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Distinguishing between statements of fact and opinion  Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)  Retrieving, recording and presenting information from non-fiction.  Asking questions to improve their understanding  Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied  Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Language for Effect	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.
Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Making comparisons within and across books (e.g. comparing characters or books by the same author)  Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views.  (Possibly in presentations and debates, using notes where necessary.)  Recommending books that they have read to their peers, giving reasons for their choices.  Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience

Creating  
Independent  
Thinkers

Producing  
Global Citizens  
in a Caring  
Community

Developing  
Opportunities  
Through Our  
Curriculum

Aspiring  
To Be  
Technological  
Innovators

'Following Christ we reach our goals'



# Skills Progression

## Subject: Reading



### Skills Progression

#### EYFS – KS1

#### Reading Y1

##### Word

-Apply phonic knowledge and skills as the route to decode words

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

-Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

-Read other words of more than one syllable that contain taught GPCs

-Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

-Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

-Re-read books to build up their fluency and confidence in word reading.

##### Comprehension

-Develop pleasure in reading, motivation to read, vocabulary and understanding

-Understand both the books they can already read accurately and fluently and those they listen to

-Participate in discussion about what is read to them, taking turns and -listening to what others say

-Explain clearly their understanding of what is read to them.

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# Skills Progression

## Subject: Reading



### Reading Y2

#### Word

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

#### Comprehension

- 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 they can read independently
  - Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that they can already read accurately and fluently and those that 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. Making inferences on the basis of what is being said and done answering and asking questions. Predicting what might happen on the basis of what has been read so far
  - 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.

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# Skills Progression

## Subject: Reading



### KS1 – LKS2-Reading

#### Word

Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

#### Comprehension

- Develop positive attitudes to reading and understanding of what they read by:
- 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
- Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry [for example, free verse, narrative poetry]
- 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. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- 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

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# Skills Progression

## Subject: Reading



- Understand what they read, in books they can read independently, by:
- 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
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- 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.

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# Skills Progression

## Subject: Reading



### LKS2 – UKS2-Reading

#### Word

Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

#### Comprehension

- Maintain positive attitudes to reading and understanding of what they read by:
- 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
- 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
- Recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. 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
- 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. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 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. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. 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 using notes where necessary. Provide reasoned justifications for their views.

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# Skills Progression

## Subject: Reading



Understand what they read by:

-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

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

-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. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction

-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 using notes where necessary. Provide reasoned justifications for their views.

### Cross Curricular Links

- Extended Reading topics are linked to what is being studied in History, Geography, Art, Science, Computing and D&T
- We consistently apply basic literacy skills expectations and conferencing across all subjects
- We build talk as an essential element across all subjects
- We ensure reading skills such as skimming and scanning, key words, note taking and summarising are practiced and embedded throughout all subjects
- There is a large focus on the acquisition of new vocabulary across the curriculum.

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