



*'Inspiring Minds Together'*

## Reading - Skills Progression

### Intent

The teaching of English at The Cambridge Primary School is designed to instil a love of spoken language, **reading** and writing that will last children a lifetime. It is viewed as a fundamental part of the holistic development of the child, fostering positive behaviours and attitudes toward learning whilst developing our key learning characteristics of being brave, innovative, collaborative and taking ownership. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. To achieve this, we are focused on making English interesting and exciting by engaging the pupils with the joy and wonder of books and capturing their imagination both inside and outside of school.

The teaching of phonics and early reading is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background.

When leaving the Cambridge, we aim for children:

- To be excited and motivated to read for pleasure.
- To demonstrate enthusiasm and confidence when discussing the wide range of authors, illustrators and text types they know.
- To be curious to explore new texts and question what they have read.
- To value the use of text as a tool for a gaining deeper understanding of areas of interest or for investigation including knowledge about themselves and the world in which they live

Skill/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>30 – 50 months 40 – 60 months Early Learning Goal Early Learning Goal +</p>						
Decoding children should:	<ul style="list-style-type: none"> <li>• Hold books the correct way up and turn pages.</li> <li>• Know that print carries meaning and, in English, is read from left to right and top to bottom.</li> <li>• Hear and say the initial sound in words.</li> <li>• Segment the sounds in simple words and blend them together and know which letters represent some of them.</li> </ul>	<ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPCs</li> <li>• read Year 1 common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read polysyllabic words containing taught GPCs</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read polysyllabic words containing above graphemes</li> <li>*read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>

	<ul style="list-style-type: none"> <li>• Link sounds to letters, name and sound the letters of the alphabet.</li> <li>• Begin to read words and simple sentences.</li> </ul> <p>Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>	<ul style="list-style-type: none"> <li>• read contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*read Year 2 common exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>				
<p>Range of reading children should:</p>	<ul style="list-style-type: none"> <li>• Listen to stories with increasing attention and recall.</li> <li>• Listen to and join in with stories and poems, one-to-one and also in small groups.</li> <li>• Enjoy an increasing range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• be encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*listen to, discuss and express 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</li> </ul>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways and read for a range of purposes</li> <li>*make comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*read books that are structured in different ways and read for a range of purposes</li> <li>*make comparisons within and across books</li> </ul>
<p>Familiarity with texts children should:</p>	<ul style="list-style-type: none"> <li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</li> <li>• Begin to be aware of the way stories are structured.</li> <li>• Show interest in illustrations and print in books and print in the environment.</li> <li>• Recognise familiar words and signs such as own name and advertising logos.</li> <li>• Look at books independently.</li> <li>• Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>*become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognise and join in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</li> <li>*recognise simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>*identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>*identify themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increase 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</li> <li>*identify and discuss themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>*increase 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</li> <li>*identify and discuss themes and conventions in and across a wide range of writing</li> </ul>

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<p><b>Poetry and performance</b> children should:</p>	<p><b>Enjoy rhyming and rhythmic activities.</b></p> <ul style="list-style-type: none"> <li>• Show awareness of rhyme and alliteration.</li> <li>• Recognise rhythm in spoken words</li> <li>• Continue a rhyming string.</li> </ul>	<p>*learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear</p>	<p>*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognise some different forms of poetry</p>	<p>*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognise some different forms of poetry</p>	<p>*learn 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</p>	<p>*learn 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</p>
<p><b>Word meanings</b> children should:</p>	<p><b>Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</b></p>	<p>*discuss word meanings and link new meanings to words already known</p>	<p>*discuss and clarify the meanings of words and link new meanings to known vocabulary *discuss their favourite words and phrases</p>	<p>*use dictionaries to check the meaning of words that they have read</p>	<p>*use dictionaries to check the meaning of words that they have read</p>	<p>*use dictionaries to check the meaning of words that they have read</p>	<p>*use dictionaries to check the meaning of words that they have read</p>
<p><b>Understanding</b> children should:</p>	<ul style="list-style-type: none"> <li>• Describe main story settings, events and principal characters.</li> <li>Read and understand simple sentences.</li> <li>Demonstrate understanding when talking with others about what they have read.</li> <li>Describe the main events in the simple stories they have read.</li> </ul>	<p>*draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>*discuss the sequence of events in books and how items of information are related *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>*check that the text makes sense to them, discuss their understanding and explain the meaning of words in context *ask questions to improve their understanding of a text *identify main ideas drawn from more than one paragraph and summarise these</p>	<p>*check that the text makes sense to them, discuss their understanding and explain the meaning of words in context *ask questions to improve their understanding of a text *identify main ideas drawn from more than one paragraph and summarise these</p>	<p>* check that the book makes sense to them, discuss their understanding and explore the meaning of words in context *ask questions to improve their understanding *summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>* check that the book makes sense to them, discuss their understanding and explore the meaning of words in context *ask questions to improve their understanding *summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<p><b>Inference</b> children should:</p>		<p>*discuss the significance of the title and events *make inferences on the basis of what is being said and done</p>	<p>*make inferences on the basis of what is being said and done *answer and ask questions</p>	<p>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>	<p>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>
<p><b>Prediction</b> children should:</p>	<ul style="list-style-type: none"> <li>• Suggest how the story might end.</li> </ul>	<p>*predict what might happen on the basis of what has been read so far</p>	<p>*predict what might happen on the basis of what has been read so far</p>	<p>*predict what might happen from details stated and implied</p>	<p>*predict what might happen from details stated and implied</p>	<p>*predict what might happen from details stated and implied</p>	<p>*predict what might happen from details stated and implied</p>

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<p>Authorial intent children should:</p>				<p>*discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning</p>	<p>*discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning</p>	<p>*identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>	<p>*identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>
<p>Non-fiction children should:</p>	<p>•Know information can be relayed in the form of print. •Know that information can be retrieved from books and computers.</p>		<p>*be introduced to non-fiction books that are structured in different ways</p>	<p>*retrieve and record information from non-fiction texts</p>	<p>*retrieve and record information from non-fiction texts</p>	<p>*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction texts</p>	<p>*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction texts</p>
<p>Discussing reading children should:</p>		<p>*participate in discussion about what is read to them by taking turns and listening to what others say *explain clearly their understanding of what is read to them</p>	<p>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by 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</p>	<p>*participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>*participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p>	<p>*recommend books that they have read to their peers and giving reasons for their choices *participate in discussions about books, 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 *provide reasoned justifications for their views</p>	<p>*recommend books that they have read to their peers and giving reasons for their choices *participate in discussions about books, 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 *provide reasoned justifications for their views</p>