Meole Brace
C of E Primary School and Nursery

Reading Progression

Community Respect Perseverance

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Bug Club Phonics	Core Knowledge GPC's	**Phase 1** n/a	**Phase 2** s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss **Phase 3** J,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo,oo,ar, or,ur,ow,oi,ear, air,ure,er **Phase 4** Adjacent consonants cvcc, ccvc, ccvcc, cccvc, cccvcc	Recap, revisit and revise Phase 2-4 as needed. **Phase 5** wh,ph, ay,a_e,eigh,ey,ei ea,e_e,ie,ey,y ie,i_e,y,i ow,o_e,o,oe ew,ue,u_e, u,oul aw,au,al ir,er,ear ou,oy ere,eer,are,ear	Recap, revisit and revise Phase 5 as needed. **Phase 6** Suffix endings -ing, -ed, -s, -es Prefixes re-, un-	Recap, revisit and revise as needed			
	Irregular/ High Frequency Words	**Phase 1** n/a	**Phase 2** the, no, go, I, into, and **Phase 3** me,we,be,he,my,by,she,they,are, you,all,was,give, live **Phase 4** Said,have,like,so, do,some,come, were,there,little, one,when,out, what	**Phase 5** oh,their,people, Mr,Mrs,Ms, looked,called, asked,water, where,who, again, thought, through,work, laughed,because Thursday, Saturday, thirteen,thirty, different,any, many,eyes, friends, two, once,great, clothes	**Phase 6** High Frequency Words with suffix endings clearing, gleaming, rained, mailed High Frequency/ Irregular Plural Words men, mice, feet, teeth, sheep vowel, consonant, prefix, suffix, syllable,			

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Word Reading	Core Knowledge	To know how to Identify rhyming words and continue a rhyming string To know the initial sound of an object and sort objects that start with the same sound To know how to begin to make the correct mouth movements to say some sounds clearly To know that words can be split into sounds and begin to understand 'sound-talked' words (c-oa-t, f-i-sh) To know how many phonemes can be heard in a word To know how to copy and speak in 'sound-talk' To know how to sound out and clap CVC words using P2S1-2 phonemes To know how to begin to blend 2 or 3 phonemes from 'sound-talk' to make a word	To know how to match all Phase 2 and 3 graphemes to their phonemes To know how to apply phonic knowledge and skills to decode most words containing known GPC's To know how to read phonically regular words of more than one syllable To know how to read Phase 2 and 3 irregular and high frequency words	To know how to match all 40+ graphemes to their phonemes To know how to apply my phonic knowledge and skills to decode most words To know how to read accurately by blending sounds in unfamiliar words To know how to read Yr 1 common exception words To know how to read words of more than one syllable containing taught GPCs To know how to read word contractions (I'll, I'm we'll etc.) To know how to read books aloud that allow application of developing phonic knowledge To know how to re-read books in order to build fluency and confidence To know how to read real and pseudo words To know how to read words with the suffixes -y -ed, -er, -ing and understand how these affect meaning	To know how to apply phonic knowledge and skills to decode unfamiliar words To know how to read most words quickly and fluently with little sounding out or blending To know how to recognise and read alternative sounds for graphemes To know how to read words containing common suffixes -est, -er, -ness, - ful, -less and -ly, and understand how these affect meaning To know how to read Yr 2 common exception words To know how to read and reread books aloud that are matched to current phonics knowledge To know how to notice when a sentence doesn't make sense and then reread it	To know how to apply an increasing knowledge of root words, suffixes and prefixes to understand new words To know how to read further common exception words To know how to develop a wider range of vocabulary To know how to use learnt strategies to work out unfamiliar words To know how to read accurately and fluently To know how to use expression when reading aloud	To know how to apply an increasing knowledge of root words, suffixes and prefixes to understand new words. (un-, dis-, mis-, in-, sub-, reim-) To know how to read further exception words, noticing unusual correspondence between spelling and sound I know how to develop a wider range of vocabulary. To know how to attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words To know how to read with increasing automaticity and understanding.	To know how to apply an increasing knowledge of root words, suffixes and prefixes, using these to understand new words. (super-, anti-, auto -, inter-) To know how to read further exception words, noticing the unusual correspondence between spelling and sound. To know how to attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words To know how to re-read and read ahead to check for meaning To know how punctuation supports fluent reading	To know how to apply knowledge of root words, suffixes and prefixes, using these to understand new words. (-ation, -our, - ous) To know how to use my combined knowledge of phonemes and word derivations to pronounce words correctly eg. arachnophobia To know how to read fluently, using punctuation to inform meaning To know how to adjust pace, tone and expression according to purpose

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Comprehension	Core Knowledge	To know how to perform a song with actions To know and perform actions to Nursery Rhymes To know and join in with repetitive story phrases To know and join in with alliterative stories and rhymes and make suggestions	To know how to describe the main events in the simple stories I have read To know some poems and rhymes by heart	To know and retell key stories orally using narrative language To know an increasing range of poems and rhymes by heart To know how to talk about the main characters within a well known story To know how to link what has been read to own experience To know how to use existing knowledge to understand texts To know how to discuss word meanings and make links with familiar vocabulary To know how to make predictions about the events in the text To know how to participate in discussions about stories, taking turns and listening To know how to explain what I like and do not like about a text To know how to begin to draw inferences from the text and/or the illustrations To know how to explain the difference between	To know and retell stories, including fairy stories and traditional tales To know some poems by heart, reciting them with appropriate intonation To know how to retrieve literal information from a text To know how to discuss the sequence of events in stories and think about how information is related To know some non-fiction books that are structured in different ways To know how to talk about and give an opinion of a range of texts To know how to discuss and clarify unfamiliar words and make links with known vocabulary To know how to draw on experiences to make link between texts To know how to check that a text makes sense as they are reading self-correcting when necessary	To know how to read a range of books and texts that are structured in different ways and read for purpose, including fiction, poetry, plays and non-fiction To know how to use a dictionary to find the meaning of unfamiliar vocabulary To know how to read aloud and independently, showing understanding through intonation, tone, volume and action To know how to recognise some different types of poetry To know how to prepare poems to read aloud and perform, showing understanding through intonation, tone, volume and action To know how to identify and summarise the main ideas drawn from 1 or more paragraphs To know how to identify the purpose of different texts. To know how to predict what might happen from details that have been stated or implied	To know how to read for purpose and which books to select for specific purposes, especially in relation to science, geography and history learning To know some of the literary conventions in different texts To know how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action To know and identify some of the literary conventions in different texts. To know how to make links within texts based on information that has been implied To know how to justify decisions made about a text by extracting evidence and discussing To know the meaning of words in context To know how to discuss how vocabulary choices impact the reader To know how to make predictions about texts based on information that has been implied, as well as drawing from personal	To know and talk about a range of books, including: myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions To know the key features of each of the above To know and recite poems by heart including narrative verse and haiku To know how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action To know and identify the significant ideas, events and characters in a story and discuss their significance To know how to make comparisons within a text To know how to identify and summarise the main ideas drawn from 1 or more paragraphs, identifying key ideas to support the main ideas To know how to distinguish between	To know and talk about an increasingly wide range of books, including: myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions To know and compare the key features of each of the above, making comparisons within and across different texts To know and recite a range of poems by heart including narrative verse and sonnets To know how to prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action To know how to compare characters, setting and themes within texts To know how to draw inferences such as: inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To know how to discuss and evaluate how

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				fiction and nonfiction texts. To know how to check reading makes sense and go back to correct when it doesn't	To know how to ask and answer questions about a text To know how to make predictions based on what has been read so far To know how to draw simple inferences from illustrations, events, characters' actions and speech	To know how to retrieve and record information from non-fiction texts To know how to draw inferences such as inferring a character's feeling, thoughts and motives from their actions To know how non-fiction books are structured in different ways and use them effectively To know how to participate in discussion about texts, sharing and listening to others' ideas To know how to ask relevant questions to get a better understanding of a text To know how to identify themes and conventions in a range of books	experiences and knowledge of traditional tales To know how to retrieve, record and present information found in information texts To know how to ask relevant questions to improve my understanding of a text To know how to build on others' ideas and opinions about a text in discussion	statements of fact and opinion To know strategies to use to find out the meaning of words in context To know how to provide reasoned justifications for views To know how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions To know how to identify and comment on a writers' use of language for effect, for example precisely chosen adjectives, similes and personification. To know how the context of a text affects it, for example historical context or other cultures To know how to present the author's viewpoint of a text To know how to skim and scan to locate key information	authors use language, including figurative language, considering the impact on the reader To know how to explain and discuss my understanding of what I have read in ways such as formal presentation and debates To know how to identify grammatical features used by a writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact the reader To know how authors use language, structure and presentation to influence the reader To know how to evaluate the effectiveness of an author's choices.

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Reading for Pleasure	Core Knowledge	To know and join in with repetitive story phrases To know and join in with alliterative stories and rhymes	To know and join in with predictable phrases and repeated refrains To know the names and can recall the key events of some favourite key stories and traditional tales To know and join in with some of favourite poems and rhymes	To know some key stories and traditional tales To know an increasing number of rhymes and poems by heart To know how to listen to a variety of stories, poems and non-fiction texts at a level beyond which they can independently access	To know and retell a variety of traditional and fairy stories To know an increasing repertoire of poems by heart To know how to discuss favourite words and phrases To know how to listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they can independently access To know how to share my favourite stories with others	To know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To know how to discuss words and phrases that capture the reader's imagination To know how to participate in discussion about both books that have been read to them and those that they have read for themselves, taking turns and listening to what others say To know when a text does not engage them and change it for something new To know how to share and write reviews on books they have enjoyed	To know how to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To know how to discuss words and phrases that capture the reader's imagination To know how to participate in discussion about both books that have been read to them and those read by themselves, taking turns and listening to what others say To know how to share and write reviews on books they have enjoyed	To know how to recommend books they have enjoyed to peers and younger children To know how to express a personal point of view about a text, giving reasons To know how to participate in discussion about both books that have been read to them and those read by themselves, taking turns and listening to what others say	To know how to recommend books they have enjoyed to peers and younger children To know how to express a personal point of view about a text, giving reasons To know how to participate in discussion about both books that have been read to them and those read by themselves, taking turns and listening to what others say