

Reading Progression at Irthington Village School 2021

	EYFS	YR1	YR2	YR3	YR4	YR5	YR6
<u>Decoding/fluency</u>	Join in with well known or repeated phrases in stories which are read to them. Decode and blend CVC and then CCVC words	Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically.	Children can read at a speed of 90 words per minute. Children develop expression when reading aloud, particularly where characters are speaking	Fluency is developed by choral and echo reading during whole class reading (and 1:1 where needed).	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently, they recognise words automatically and group 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.	
<u>Retrieval</u>	Children can answer simple recall questions about stories without pictures or prompts	Children can answer questions about what has just happened in the story	Children can explain their understanding of independent reading by answering simple questions about what they have just read.	Children begin to 'skim and scan' to retrieve details. Children begin to quotations from the text.	Children confidently skim and scan texts to record detail, using relevant quotes to support their answers to questions.	Children confidently skim and scan texts to record details, and also 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 also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or text.
<u>Prediction</u>	Makes suggestions about what could happen next or how a story might end based upon what has happened so far. Innovate stories through role play and small world play.	Makes simple predictions based on the story and their own life experiences. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations for them.	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	Use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught 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 along.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.
<u>Inference</u>	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 so 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 so 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 them by referencing a specific point in the text.	Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference to the text.	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	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They draw evidence from more than one place across a text
<u>Questioning</u>	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 if their own which go with the text they are reading. Children can use their own question words and begin to be able to change their questions as they progress through the text.				

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<u>Clarifying</u>	Children use talking about books to clarify their thinking, ideas and feelings. E.G. linking to their own experiences	Children discuss new meanings of words 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 the skill.	Children discuss new meanings of words using substitution within a sentence.	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.	Children read around the words and independently explore its meaning in the broader context of a section or paragraph.
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