






Progression through Reading @ Parkgate





	Early Years	1	2	3	4	5	6
Reading for Pleasure 	Chooses from a range of books and enjoys turning pages and looking at pictures. Choose a book from how it looks on the front cover.	Select books for personal reading and give reasons for choices. Select books to read and listen to.	Read and listen to whole books, make choices for their personal reading Make choices from a selection of texts to hear and to read themselves.	Sustain their reading for enjoyment and to find out Extend the range of books read by browsing and selecting texts, including poetry, to read independently.	Read independently complete short texts and sections from information books Develop their reading stamina as they read longer texts .	Listen to texts read to them. Read favourite authors and choose books to read on the recommendation of others Plan personal reading goals which reflect their interests and extend their range	Listen to texts read to them and sustain their reading of longer and more challenging texts Develop their reading stamina and complete the independent reading of some longer texts.
Book Talk 	Discuss why they have chosen a book to read/look at.	Discuss books they like and give reasons for choices Discuss the story and illustrations in a book they have just read.	Justify their choices of books and their preferences from the books they have read or have had read to them.	Discuss why they like particular books or authors with others, giving reasons.	Describe and review their own reading habits.	Talk about books referring to details and examples in the text.	Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader.
Word Reading 	Work through Phase 2, 3 5 and 4 of Letters and Sounds. Read cvc words by decoding and blending. Recognise phonemes, digraphs, trigraphs from phase 2 and	Work through Phase 2, 3 5 and 4 of Letters and Sounds Read cvc words by decoding and blending. Recognise phonemes, digraphs, trigraphs from phase 2 and 3	Read words without overtly decoding and blending recognise phonemes, digraphs, trigraphs and split digraphs within words and blend within words recognise and read by sight the Yr 2	Read words without overtly decoding and blending recognise phonemes, digraphs, trigraphs and split digraphs within words and blend within words recognise and read by sight the Yr 2	Read fluently and apply phonic knowledge quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading. Use all reading tips from	Read fluently and apply phonic knowledge quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading. Use all reading tips from	Read fluently and apply phonic knowledge quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading.

	<p>3 within words and blend within words.</p> <p>Read polysyllabic words using these phonemes by splitting up the word into shorter sections.</p> <p>Read cvcc ccvc and other words involving 4 or 5 phonemes by blending.</p> <p>Read by sight all tricky words from phase 2,3 and 4 and recognise them within sentences.</p> <p>Read cvc, ccvc and cvcc words without sounding out recognise phonemes, digraphs, trigraphs and split digraphs from phase 3 and 5 and blend within words.</p> <p>Recognise that each phoneme can be written in the</p>	<p>within words and blend within words.</p> <p>Read polysyllabic words using these phonemes by splitting up the word into shorter sections</p> <p>Read cvcc ccvc and other words involving 4 or 5 phonemes by blending.</p> <p>Read by sight all tricky words from phase 2,3 and 4 and recognise them within sentences.</p> <p>Read cvc, ccvc and cvcc words without sounding out recognise phonemes, digraphs, trigraphs and split digraphs from phase 3 and 5 and blend within words.</p> <p>Recognise that each phoneme can be written in the</p>	<p>common exception words Read multisyllabic words- split up words into syllables to read parts of words by decoding reread sentences to check which word makes sense in context use vowel sounds as letter sound and letter name to decode accurately Read irregular graphemes for regular phonemes e.g. ay = neigh, eight Read all suffixes that are added to root words Read fluently and apply phonic knowledge quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading. Use all reading tips from lower years to maintain fluency when reading. Begin to recognise</p>	<p>common exception words Read multisyllabic words- split up words into syllables to read parts of words by decoding reread sentences to check which word makes sense in context use vowel sounds as letter sound and letter name to decode accurately Read irregular graphemes for regular phonemes e.g. ay = neigh, eight Read all suffixes that are added to root words Read fluently and apply phonic knowledge quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading. Use all reading tips from lower years to maintain fluency when reading. Begin to recognise</p>	<p>lower years to maintain fluency when reading. Read all of the common exception words for Year3/4 by sight. 6 Read fluently and apply phonic knowledge quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading. Use all reading tips from lower years to maintain fluency when reading. Begin to recognise some of the common exception words for Year5/6.</p>	<p>lower years to maintain fluency when reading. Read all of the common exception words for Year3/4 by sight. 6 Read fluently and apply phonic knowledge quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading. Use all reading tips from lower years to maintain fluency when reading. Begin to recognise some of the common exception words for Year5/6.</p>	<p>Use all reading tips from lower years to maintain fluency when reading.</p> <p>Read all of the common exception words for Year 5/6 by sight.</p>
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	<p>text as a range of different graphemes recognise and read by sight the Yr 1 common exception words. Read more complex words by using the pictures/images for clues.</p> <p>Split up compound words into two syllables to read by decoding.</p> <p>Reread sentences to check which word makes sense in context.</p> <p>Read word endings that add to a root word.</p>	<p>text as a range of different graphemes recognise and read by sight the Yr 1 common exception words. Read more complex words by using the pictures/images for clues.</p> <p>Split up compound words into two syllables to read by decoding.</p> <p>Reread sentences to check which word makes sense in context.</p> <p>Read word endings that add to a root word.</p>	<p>some of the common exception words for Year 3/4.</p>	<p>some of the common exception words for Year 3/4.</p>			
<p>Retrieval</p> 	<p>Answer simple questions about characters, setting and key events within a shared story.</p>	<p>Answer simple questions about characters, setting and key events in a story.</p>	<p>Answer questions about characters, setting/s and key events. Answer find it questions about key information in a non-fiction text.</p>	<p>Find and select the word/s in a section of a text to answer find it questions. Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents)</p>	<p>Find and select words and phrases to answer find it questions from different sections of unknown texts. Scan different sections of unknown texts (fiction and non</p>	<p>Find and select words and phrases from across a whole text to answer find it questions. Scan different texts to find evidence to support answers to questions.</p>	<p>Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions. Appropriately select and apply skimming and</p>

			Scan text to find given words and phrases.	to retrieve information.	fiction) to find missing information.	Speed read or skim the text to gain the gist or main idea	scanning skills to a range of other texts across the curriculum e.g. history and geography.
Inference 		<p>To begin to make and verbalise simple inferences. Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.</p> <p>Discuss what is suggested about a character from the way or how he/she speaks.</p>	To make simple inferences on the basis of what is being said and done.	To make inferences on the basis of what is being said and done beginning to support their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	<p>To draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.</p>	<p>To draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.</p>
Prediction 	Use the illustrations to predict what may happen in the story Use past, present and future	Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories	Make plausible predictions showing an understanding of the ideas, events	Predict from what they have read or had read to them how incidents, events, ideas or	Make predictions about a text based on prior knowledge of the topic, event or type of text.	Learn to anticipate events based on their own experience, what has been read so far and knowledge	Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from

	forms accurately when discussing stories.	and non-fiction texts.	or characters they are reading about.	topics will develop or be concluded	Modify predictions as they read on.	of other similar texts.	reading other similar texts and what they read earlier in the text.
<p>Text Exploration/ Vocabulary</p> 	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Shows an interest in new words and what they mean.	Make collections of interesting words and use them when talking about books and stories. Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.	Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.	Investigate the meaning of technical or subject specific words they meet in their reading. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning.	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies to clarify the meaning.
				 <p>Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied.</p>	 <p>such as glossaries or dictionaries.) Identify where unfamiliar words</p>	 <p>Identify how language, structure and presentation</p>	 <p>Identify how language, structure and presentation</p>

					are not explained in the text and where a dictionary needs to be used to understand them. Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed.	contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.	contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.
<p>Summarising</p> 	They demonstrate understanding when talking with others about what they have read.	Explain clearly their understanding of what is read to them.	Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. Make brief summaries at regular intervals when reading.	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas.
<p>Comparing</p> 	Develop their own narratives and explanations	Discuss and compare events or topics they have	Identify, collect and compare common themes in stories and poems.	Make comparisons between events in narrative or information texts	Collect information to compare and contrast events, characters or ideas.	Make comparisons between the ways that different characters or	Make comparisons and draw contrasts between different

	by connecting ideas or events to well-known stories or information from their background knowledge.	read about or have listened to.	Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.	on the same topic or theme.		events are presented.	elements of a text and across texts.
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