



St. Chad's Reading Progression Document



Word Reading	Class 1	Class 1A	Class 2	Class 3		Class 4	Class 5
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	→ Say a sound for each letter in the alphabet and at least 10 digraphs. → Read words consistent with their phonic knowledge by sound-blending. → Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	→ I can apply my phonic knowledge and skills as the route to decode words. → I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. → I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. → I can read common exception words that have been taught GPCs and –s, –es, –ing, –ed, –er and –est endings. → I can read other words of more than one syllable that contain taught GPCs → I can read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter. → I can read books aloud, accurately that are phonetically decodable. → I can re-read my book to build fluency and confidence.	→ I can use my phonic knowledge and skills to decode words until decoding has become embedded and reading is fluent. → I can read accurately by blending the sounds in words that contain the graphemes taught. → I can read accurately words of two or more syllables that contain the graphemes taught. → I can read words with common suffixes. → I can read common exception words. → I can read most words quickly and accurately without overt sounding and blending. → I can read aloud books that are matched to my improving phonic knowledge, sounding out unfamiliar words without undue hesitation.	→ I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. → I can read further exception words, noting the unusual correspondence between spelling and sound. → I enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books. → I can read books that are structured in a number of different ways and read for different purposes. → I can use dictionaries to check the meaning of unknown words I have read.	→ I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. → I can use prefixes and suffixes to understand meanings (sub-, inter-, anti-, -ation, -ous, -tion) → I can read further exception words, noting the unusual correspondence between spelling and sound. → I enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books. → I can read books that are structured in a number of different ways and read for different purposes. → I can use dictionaries to check the meaning of unknown words I have read. → I am increasing my knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.	→ I can use my knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able,</i> → I can use suffixes to understand meanings e.g. –<i>cious, -tious, -tial, -cial.</i> → I can employ dramatic effect to engage listeners whilst reading aloud. → I can read an extensive array of text genres for pleasure. → I can evaluate texts quickly in order to determine their usefulness or appeal. → I can understand underlying themes, causes and consequences within whole texts. → I can identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).	→ I can use my knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able,</i> → I can use suffixes to understand meanings e.g. –<i>cious, -tious, -tial, -cial.</i> → I can use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i> → I can employ dramatic effect to engage listeners whilst reading aloud. → I can read an extensive array of text genres for pleasure. → I can evaluate texts quickly in order to determine their usefulness or appeal. → I can understand underlying themes, causes and consequences within whole texts. → I can identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives). → I can recognise authors' techniques to influence and manipulate the reader.



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Comprehension

→ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

→ Anticipate, where appropriate, key events in stories.

→ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poem and during role-play.

Reception Aspirational Targets
To talk enthusiastically about a book of their choice and engage other children to listen and ask questions.

To listen carefully and answer questions and develop other children's understanding of a book.

→ I enjoy listening to and talking about a range of poems, stories and non-fiction at a level beyond what I can read independently.

→ I can link what I read or what has been read to me to my own experiences.

→ I am familiar with and can retell key stories (fairy tales, traditional tales)

→ I can recognise and join in with predictable phrases.

→ I am beginning to appreciate rhymes and poems and can recite some by heart.

→ I am learning new word meanings and making links to words already known.

→ I can check that the text makes sense and self-correct when reading.

→ I can discuss the significance of the title and events within a story.

→ I can make inferences based on what is being said and done within a text.

→ I can make predictions about what might happen basing my opinion on what has happened so far in a story.

→ I enjoy listening to, discussing and expressing views about a range of poetry, stories and non-fiction at a level beyond what I can read independently.

→ I can discuss the sequence of events in books and how items of information are related.

→ I am becoming increasingly familiar with a wider range of stories and traditional tales.

→ I am familiar with non-fiction texts that are presented in different ways.

→ I can recognise simple recurring language in stories and poems.

→ I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.

→ I can discuss my favourite words and phrases.

→ I am beginning to build up a repertoire of poems learnt by heart.

→ I can self-correct any reading mistakes and check that the text makes sense to me.

→ I am increasing my knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.

→ I can identify the theme within a range of different types of books.

→ I can recognise some different forms of poetry e.g. narrative, free verse.

→ I can discuss words/phrases that capture the reader's interest and imagination.

→ I can check that a text makes sense to me by discussing my understanding and explaining the meaning of particular words.

→ I can ask questions to deepen my understanding of a text.

→ I can draw inference such as inferring character's feelings and thoughts based on their actions within a text.

→ I can predict what might happen within a text drawing on things implied or stated.

→ I can discuss the purpose of paragraphs.

→ I can identify the theme within a range of different types of books.

→ I can prepare poems to read aloud and perform for my peers, showing understanding through intonation, tone, volume and action.

→ I can discuss words/phrases that capture the reader's interest and imagination.

→ I can recognise some different forms of poetry (free verse, narrative poem).

→ I can check that a text makes sense to me by discussing my understanding and explaining the meaning of particular words.

→ I can ask questions to deepen my understanding of a text.

→ I can draw inference such as inferring character's feelings and thoughts based on their actions within a text.

→ I can predict what might happen within a text drawing on things implied or stated.

→ I can identify main ideas drawn from more than one paragraph and

→ I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.

→ I regularly listen to novels read aloud by the teacher from an increasing range of authors

→ I can recognise themes within and across texts e.g. *hope, peace, fortune, survival*.

→ I can make comparisons within and across texts e.g. being an evacuee in Carrie's War and Goodnight Mr Tom.

→ I can compare texts written in different periods.

→ I can independently read longer texts with sustained stamina and interest.

→ I can recommend books to my peers with detailed reasons for my opinions and explain my own preferences for text genres.

→ I am learning a wider range of poems by heart.

→ I can prepare poems and play scripts to read aloud and perform using dramatic effects.

→ I can use a reading journal to record on-going reflections and responses to personal reading.

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→ I can prepare poems and play scripts to read aloud and perform using dramatic effects.

→ I can use a reading journal to record on-going reflections and responses to personal reading.

→ I enjoy exploring texts in groups and deepening my understanding through discussion.



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	→ I can participate in discussions about what has been read to me. → I can listen to others and wait my turn to share my opinions of a text. → I can explain clearly what has been read to me. Year 1 Aspirational Targets To be able to learn and recite a piece of poetry and perform it for their peers with confidence. To be able to talk confidently about their choice of poem and poet.	→ I can make inferences based upon what is being said and done within a text. → I can understand a text by asking and answering questions. → I can predict what might happen drawing upon what has already happened in a text so far. Year 2 Aspirational Targets: To use subject – specific vocabulary confidently across the curriculum with accuracy (oral and written work).	→ I can identify the key idea within a paragraph. → I can identify how language, structure and presentation contribute to meaning. → I can retrieve and record information from non-fiction texts. → I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers. Year 3 Aspirational Targets: I read a wide variety of text genres and use expression and intonation appropriately. I enjoy participating in group/ individual presentations to present my views and opinions about a particular text.	summarise these accurately. → I can identify how language, structure and presentation contribute to meaning. → I can retrieve and record information from non-fiction texts. → I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers. Year 4 Aspirational Targets I can demonstrate my empathy and in-depth understanding of a character through role play and drama. I can develop the plot, setting and characters within a text by adding my own ideas.	→ I enjoy exploring texts in groups and deepening my understanding through discussion. → I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point;Evidence;Explanation. → I can predict what might happen from information stated and implied. Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by: → I can explore, recognise and use the terms personification, analogy, style and effect. → I can explain the effect on the reader of the authors' choice of language and reasons why the author may have selected these. → I can distinguish between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i> → I can participate in discussions about books building on their own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through presentations and debates,	→ I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point;Evidence;Explanation. → I can predict what might happen from information stated and implied. Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by: → exploring, recognising and using the terms personification, analogy, style and effect. → explaining the effect on the reader of the authors' choice of language and reasons why the author may have selected these. → distinguishing between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i> → participating in discussions about books building on my own and others' ideas and challenging views courteously. I can explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by: → Preparing formal presentations individually or in groups. → Using notes to support presentation of information.
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						maintaining a focus on the topic and using notes where necessary by: → Preparing formal presentations individually or in groups. → Using notes to support presentation of information. → Responding to questions generated by a presentation. → Participating in debates on issues related to reading (fiction/non-fiction). → Provide reasoned justifications for their views → Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i> <u>Y5 Aspirational Targets</u> To speak confidently about my favourite authors and give reasons for my preferences. To present my views on authors/ poets/ texts confidently and naturally through various means (PowerPoint, iMovie, SeeSaw etc.)	→ Responding to questions generated by a presentation. → Participating in debates on issues related to reading (fiction/non-fiction). → Provide reasoned justifications for their views → Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i> <u>Y6 Aspirational Targets</u> I use my reading journal as a means to showcase my reading journey and talk confidently about the genres of reading I enjoy. I can make suggestions to my peers about suitable books that I have read and begin to identify the favourite genres of my peers. <u>Y6 Aspirational Writing Targets</u> I can present a piece of writing on a topic of my choice to engage and capture the interest of my audience. I can participate in and talk confidently during a debate. I can listen to and respect the opinions of others whilst giving counter arguments in an appropriate manner.



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Quality Texts

At St. Chad's, we aim to teach our English curriculum using high-quality texts as a stimulus and starting point for all English lessons. The key below indicates the different text genres that are covered throughout our English curriculum.

Poetry	Yellow
Non Fiction	Green
Wellbeing/Growth Mind-set	Pink
Diversity/Equality	Grey
Visual Literacy	Blue
Global Learning/ SDGs	Orange

To view our 'Super 6' document in detail please click the following link:

<https://primarysite-prod-sorted.s3.amazonaws.com/st-chads-catholic-primary-school/UploadedDocument/4465041e-a871-4618-b9fb-5cc6c3144b84/super-6-quality-texts-planner.pdf>