

Reading skills progression: Newlands Junior School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading						
Phonics and decoding	Applies phonic knowledge and skills to decode words. Blends sounds in unfamiliar words using the GPCs they know. Gives the correct sound to graphemes for all 40+ phonemes. Reads words containing common suffixes (-s, -es, -ing, -ed, -est). Reads words with contractions (I'm, I'll, we'll).	Continues to apply phonic knowledge and skills as the route to decode words until reading is fluent. Reads accurately by blending sounds in words that contain taught graphemes, including alternative sounds for graphemes. Accurately reads most words of two or more syllables. Reads most words containing common suffixes.	Uses phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). Applies growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.	Reads most words fluently and attempts to decode any unfamiliar words with increasing speed and skill. Applies knowledge of root words, prefixes and suffixes to read aloud accurately and to understand the meaning of new words.	Reads most words fluently and attempts to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Applies the growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words.	Reads fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes and decodes any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common exception words	Reads Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Reads most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the words.	Beginning to read Y3/4 exception words, noting unusual correspondences between spelling and sound and where these occur in the words.	Reads all Y3/4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the words.	Reads most of the Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Reads all Y5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

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Word reading (continued)						
Fluency	Accurately reads texts that are consistent with their developing phonic knowledge, that do not require other strategies to work out words. Re-read texts to build up fluency and confidence in word reading.	Reads aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-reads books to build up fluency and confidence in word reading. Reads words accurately and fluently without overt sounding and blending (over 90 words per minute, in age-appropriate texts).	Teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Children will continue to develop fluency as they progress through the book-banded reading colours. Focus on word reading will support the development of vocabulary.			

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Comprehension						
Understanding and correcting inaccuracies	Checks that a text makes sense as they read and self-corrects inaccurate reading.	Checks that the text makes sense to them as they read and corrects inaccurate reading.	Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	Checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	
	Tries to show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	Shows understanding by drawing on what they already know, or on background information and vocabulary provided by the teacher. Discusses the sequence of events in books and how items of information are related.	Asks questions to improve understanding of a text. Identifies main ideas drawn from more than one paragraph and summarising these.			
				Asks questions to improve understanding.	Summarises the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	

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Comprehension (continued)						
Comparing, contrasting and commenting	Listens to and discusses a wide range of texts beyond that at which can be read independently.	Participates in discussions about texts, explaining, understanding and expressing their views.	Recognises, listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Discusses and compares texts from a wide variety of genres and writers.	Reads a wide range of genres, identifying the characteristics of texts types and differences between text types.	Reads for pleasure, discussing, comparing and evaluating in depth across a wide range of genres and across more than one text.
	Links what they have read or has been read to them, to their own experiences.	Asks and answers questions about texts.	Uses appropriate terminology when discussing texts.	Reads for a range of purposes.	Participates in discussions about books, building on their own and others' ideas and challenging views courteously.	Recognises more complex themes in what they read.
	Retells familiar stories in increasing detail.	Discusses the sequence of events in books and how items of information are related.		Identifies themes and conventions in a wide range of books.	Identifies main ideas drawn from more than one paragraph and can summarise these.	Explains and discusses their understanding of what they have read, maintaining a focus on the topic.
	Joins in with discussions about a text, taking turns and listening to what others say.	Makes links between the text they are reading and other texts they have read.		Refers to authorial style, overall themes and features.	Recommends texts to peers based on personal choice.	Draws out key information and summarises the main ideas in a text.
		Retells a wide range of familiar stories.		Identifies how language, structure and presentation contribute to meaning.		Independently distinguishes between statements of fact and opinion, providing reasoned justifications.
		Recognises simple recurring literary language.		Identifies main ideas drawn from more than one paragraph and summarise these.		

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Comprehension (continued)						
Words in context and authorial choice	Discusses word meaning and links new meanings to those already known.	Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. Discusses their favourite words and phrases.	Checks that the text makes sense, discussing understanding and explaining the meaning of words in context. Discusses authors' choices of words and phrases for effect.	Discusses vocabulary used to capture readers' interest and imagination.	Discusses vocabulary used by the author to create effect, including figurative language. Evaluates the use of authors' language and explains how it has created an impact on the reader.	Analyses and evaluates the use of language, including figurative language, and how it is used for effect. Uses technical terminology for this.
Inference and prediction	Begins to make simple inferences. Predicts what might happen on the basis of what has been read so far.	Makes inferences on the basis of what is being said and done. Predicts what might happen on the basis of what has been read so far in a text.	Asks and answers questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justifies predictions using evidence from the text.	Draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. Justifies predictions from details stated and implied.	Draws inferences from characters' feelings, thoughts and motives. Makes predictions based on details stated and implied, justifying them in detail with evidence from the text.	Considers different accounts of the same event and discusses viewpoints. Discusses how characters change and develop through texts by drawing inference based on indirect clue.

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Comprehension (continued)						
Poetry and performance	Recites simple poems by heart.	Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation.	Prepares and performs poems and play scripts that show some awareness of the audience when reading aloud. Begins to use appropriate intonation and volume when reading aloud.	Recognises and discusses some different forms of poetry. Prepares and performs poems and playscripts with appropriate techniques to show awareness of the audience when reading aloud.	Continually shows an awareness of audience when reading out loud using intonation, tone, volume and action.	Confidently performs texts (including poems learnt by heart) using a wide range of devices to engage the audience, and for effect.
Non-fiction		Recognises that non-fiction books are often structured in different ways.	Retrieves and records information from non-fiction texts. Begins to use dictionaries to check the meaning of words they have read.	Uses all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. Uses dictionaries to check the meaning of words they have read.	Uses knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts. Continues to use dictionaries to check for meaning.	Retrieves, records and presents information from non-fiction texts. Uses non-fiction materials for purposeful information retrieval. Effortlessly uses dictionaries to check for meaning.