



HAMBLE PRIMARY SCHOOL READING SKILLS PROGRESSION

(To be used alongside Letters and Sounds phonics scheme for EYFS/KS1)

EYFS	<p>Literacy Early Learning Goal: Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p>Communication and Language Early Learning Goal: Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Answer 'how' and 'why' questions about their experiences and in response to stories or events. Develop their own narratives and explanations by connecting ideas or events.</p>	<p>40-60 months: Skills to be mastered in order to achieve the Early Learning Goals</p> <p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p>Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
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Year Group	Possible Reading Skills Units (Word Reading will be covered in Phonics and Fluency sessions)		Features which should be applicable to all units	Specific Reading Objectives applicable
1	Comprehension	Retrieval: Respond and Explain; Select and Retrieve	Participate in discussion about what is read to them, taking turns and listening to what others say.	Check that the text makes sense to them as they read and correcting inaccurate reading. Discuss word meanings, linking new meanings to those already known.
		Monitor, Summarise and Clarify	Understand both the books they can already read accurately and fluently, and those they listen to Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.	Ask questions and express opinions about main events and characters in stories. Can seek out books around a simple theme or topic. Recall the main points of a narrative in the correct sequence. Find key points in a story or some key facts from an information text. Explain clearly their understanding of what is read to them. Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.
	Inference			Predict what might happen on the basis of what has been read so far. Make inferences on the basis of what is being said and done
	Themes and Conventions and Making Links		Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.	Link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales. Begin to appreciate rhymes and poems, and to recite some by heart. Discuss the significance of the title and events. Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author. Can seek out books around a simple theme or topic. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Understand the difference between fiction and non-fiction.
	Language for Effect/ Authorial Intent			Recognise and join in with predictable phrases. Identify how repetitive patterns, words and phrases aid their enjoyment of the text

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2	Comprehension	Retrieval: Respond and Explain; Select and Retrieve	Understand both the books they can already read accurately and fluently, and those they listen to.	Identify and discuss the main events or key points in a text. Retell a story clearly and with appropriate detail. Discuss the sequence of events in books and how items of information are related. Ask and answer questions. Extract information from the text and discuss orally with reference to the text. Understand how to use alphabetically ordered texts to retrieve information.
		Monitor, Summarise and Clarify	Draw on what they already know or on background information and vocabulary, provided by the teacher. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.	
	Inference		Check that the text makes sense to them as they read and correct inaccurate reading. Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Predict what might happen on the basis of what has been read so far and their own experience. Make inferences on the basis of what is being said and done. Make simple inferences about characters' thoughts and feelings and reasons for actions.
	Themes and Conventions and Making links			Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Read non-fiction books that are structured in different ways. Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting.
	Authorial Intent			Recognise simple recurring literary language in stories and poetry. Discuss favourite words and phrases. Identify how vocabulary choice affects meaning.

Year Group	Possible Reading Skills Units (Word Reading and Vocabulary will also be covered in Word Study and Fluency sessions)		Features which should be applicable to all units	Specific Reading Objectives applicable
3/4	Comprehension	Clarify	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks. Read books that are structured in different ways and show some awareness of the various purposes for reading.	Ask questions to improve their understanding of a text.
		Select and Retrieve		Uses text features to locate information e.g. contents, indices, subheadings. Locate and retrieve information using skimming, scanning and text marking. Recognise and distinguish between fact and opinion. Retrieve and record information from non-fiction.
		Monitor and Summarise		Show understanding of the main points drawn from one, or more than one, paragraph. Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.
		Respond and Explain		Discuss words and phrases that capture the reader’s interest and imagination. Use specific vocabulary and ideas expressed in the text to support own views.
	Inference			Predict what might happen from details stated and implied. Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions. Justify inferences with evidence.
	Themes and Conventions and Making Links			Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales. Identify and name presentational devices in non-fiction. Can explore and discuss underlying themes and ideas. Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally.
	Language for Effect/Authorial Intent			Discuss words and phrases that capture the reader’s interest and imagination.

			Identify how language, structure and presentation contribute to meaning. Identify how a range of presentational devices guide the reader in non-fiction. Discuss the effect of specific language on the reader. Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them. Make links between texts and to the wider world.	
	Word Reading/Vocabulary		Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words they meet. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Show understanding through intonation, tone, volume and action when performing poems and playscripts.	
Year Group	Possible Reading Skills/Fluency Units		Features which should be applicable to all units	Specific Reading Objectives applicable
5/6	Comprehension	Clarify	Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.	Ask questions to improve their understanding of a text.
		Select and Retrieve	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Retrieve, record and present information from non-fiction. Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words.
		Monitor and Summarise	Participate in discussions about books that are read to them and those they can read for themselves,	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers. Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.
		Respond and Explain		Make comparisons within and across books.

			<p>building on their own and others' ideas and challenging views courteously.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p>	<p>Recommend books that they have read, giving reasons for their choices.</p> <p>Identify and explain the author's point of view with reference to the text.</p> <p>Provide reasoned justifications for their views.</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose.</p> <p>Refer to the text to support predictions and opinions.</p>
	Inference		Identify how presentational and organisational choices vary according to the form and purpose of the writing.	<p>Predict what might happen from details stated and implied.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative.</p> <p>Refer to the text to support predictions and opinions.</p> <p>Make links between the authors' use of language and the inferences drawn.</p> <p>Infer underlying themes and ideas.</p>
	Themes and Conventions and Making Links			<p>Make comparisons within and across books.</p> <p>Infer underlying themes and ideas.</p> <p>Explore a similar theme or topic written in a different genre.</p> <p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback.</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words.</p> <p>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors.</p>
	Language for Effect/Authorial Intent			<p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers.</p> <p>Identify and explain the author's point of view with reference to the text.</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose.</p> <p>Make links between the authors' use of language and the inferences drawn.</p> <p>Discuss and evaluate the intended impact of the language used with reference to the text.</p>

			<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Compare and discuss accounts of the same event through different character viewpoints.</p>
	Word Reading/Vocabulary		<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand the meaning of new words that they meet.</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>