

**LEYS FARM JUNIOR SCHOOL**  
**READING PROGRESSION OF SKILLS**

	<b>Pre-KS2 (KS1)</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Phonics and Decoding	All children should be taught to recognise all 44 unique sounds and the graphemes that correspond with them. Upon entry to Leys Farm in Year 3, children are phonics screened in order to gain a picture of any gaps in their phonics knowledge. We currently use Bounce Back Phonics planning (developed from Little Wandle Phonics scheme) which targets difficult phonemes with KS2 children in mind.				
	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Fluency	Fluency is the bridge that links decoding and comprehension. A fluent reader thinks about the 6Ps of fluency: pitch, pace, power, passion, punctuation and pause. At Leys Farm, good fluency is consistently modelled by adults during story times. Reciprocal Reading and Echo Reading are used to practise these skills. Children are listened to weekly with their 'Fluency Book' and any children struggling with fluency are targeted for daily interventions.				
	To read aloud texts (closely matched to their improving phonic knowledge), sounding out unfamiliar words	To read aloud increasingly complex texts (closely matched to their improving phonic knowledge), sounding	To read aloud increasingly complex texts, recognising many words automatically and without undue	To read aloud increasingly complex texts, recognising many words automatically and without undue	To read aloud increasingly complex texts, recognising many words automatically and without undue

	accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading	out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading	hesitation. To reread these books to build up fluency and confidence in word reading. To read with increased awareness of phrasing and intonation based on sentence structure.	hesitation. To reread these books to build up fluency and confidence in word reading. To read with increased awareness of phrasing and intonation based on sentence structure, changing expression and pace as the text requires.	hesitation. To reread these books to build up fluency and confidence in word reading. To read with increased awareness of phrasing and intonation based on sentence structure, varying pace as required. To bring characters to life with expression and intonation, based upon their comprehension of personality traits made evident by authors.
Comprehension	Comprehension is the study of contextual meaning and connotations of words and phrases. Children should continue to make links with previously taught vocabulary and develop strategies to identify the meaning of unknown words with increased morphological understanding, context clues, and a phonological awareness of the sounds of words. At Leys Farm we use the VIPERS approach to ensure children experience a progression of skills within each of the reading domains.				
	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.  To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.  To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To verbally justify predictions,	Discuss vocabulary used to capture readers' interest and imagination. To develop morphological awareness and use context clues as strategies for new vocabulary.  To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.  To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  To draw more complex inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in full

		inferences and explanations using evidence from the text.	and explanations from details stated and implied.		<p>detail with evidence from the text.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Non-fiction, Playscripts and Poetry	Children have access to a non-fiction library within school and non-fiction texts are encouraged within all lessons across the curriculum. Children have the opportunity to practise and familiarise themselves with playscripts and poetry as part of Echo Reading and as part of lessons in line with the Reading Long Term Planning Document.				
	<p>To recognise that nonfiction books are often structured in different ways.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p>	<p>To retrieve and record information from nonfiction texts.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of</p>

			the audience when reading aloud.		devices to engage the audience and for effect.
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