



## Broom Barns Progression of Skills In Reading

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading – Word Reading	<p>Distinguish between speech sounds.</p> <p>Orally blend and segment simple words.</p> <p>Recognise s, a, t, p, l, n.</p> <p>Know, read and write the letters that make up their name and some other familiar words (ie mum).</p> <p>Distinguish between sounds that they hear in the environment.</p> <p>Know that words represent meaning.</p> <p>Use some marks to represent letters/meaning.</p>	<p>Orally blend and segment.</p> <p>Read and write phase 3 sounds in words and sentences.</p> <p>Apply phase 4 phonics.</p> <p>Apply harder to read and spell words in reading and writing.</p> <p>See phonics term by term progression.</p>	<p>See phonics term by term progression and spelling progression stages document.</p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>- read accurately many words of two or more syllables containing graphemes taught so far1 for all of the 40+ phonemes.</li> <li>- read most words containing common Year 1 suffixes.</li> <li>- read most Year 1 common exception words.</li> </ul> <p>In age appropriate e books the pupil can:</p> <ul style="list-style-type: none"> <li>- read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</li> <li>- sound out most unfamiliar words accurately.</li> </ul>	<p>See phonics term by term progression and spelling progression stages document.</p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>- read accurately most words of two or more syllables.</li> <li>- read most words containing common suffixes.</li> </ul> <p>In age appropriate books, the pupil can:</p> <ul style="list-style-type: none"> <li>- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</li> <li>- sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<p>See phonics term by term progression and spelling progression stages document.</p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>- read accurately many polysyllabic and multimorphemic words and further exception words.</li> </ul> <p>In age appropriate e books the pupil can:</p> <ul style="list-style-type: none"> <li>- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</li> <li>- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li> </ul>	<p>See phonics term by term progression and spelling progression stages document.</p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>- read accurately most polysyllabic and multimorphemic words and further exception words.</li> <li>- read aloud fluently with intonation that shows understanding.</li> <li>- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</li> </ul>	<p>See phonics term by term progression and spelling progression stages document.</p> <p>In order to meet the expectations for Years 5 and 6, pupils will need to apply word reading skills built up to Year 4 accurately.</p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>- read age-appropriate1 books with confidence and fluency (including whole novels).</li> <li>- read aloud with intonation that shows understanding.</li> </ul>	<p>See phonics term by term progression and spelling progression stages document.</p> <p>In order to meet the expectations for Years 5 and 6, pupils will need to apply word reading skills built up to Year 4 accurately.</p> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>- read age-appropriate1 books with confidence and fluency (including whole novels).</li> <li>- read aloud with intonation that shows understanding.</li> </ul>



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Reading - Comprehension	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>- describe main story settings, events and principal characters.</li> <li>- understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>- suggest how the story might end.</li> <li>- join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>- understand the five key concepts about print: print has meaning; the name of different parts of a book; print can have different purposes; page sequencing; we read English text from left to right and from top to bottom</li> <li>- develop their phonological awareness, so that they can: spot and suggest rhymes - count or clap syllables in words recognise words with the same initial sound, such as money and mother.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>- compare and contrast characters from stories, including figures from the past.</li> <li>- listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>- retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> </ul>	<p>In books they can read fluently the pupil can:</p> <ul style="list-style-type: none"> <li>- check that it makes sense to them, correcting any inaccurate reading.</li> <li>- answer questions and make some inferences.</li> <li>- join in discussions about what has happened so far in what they have read.</li> </ul>	<p>In books they can read fluently the pupil can:</p> <ul style="list-style-type: none"> <li>- check that it makes sense to them, correcting any inaccurate reading.</li> <li>- answer questions and make some inferences.</li> <li>- explain what has happened so far in what they have read.</li> </ul>	<p>In age appropriate books the pupils can:</p> <ul style="list-style-type: none"> <li>- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty.</li> <li>- draw inferences and begin to justify their opinions through discussions.</li> <li>- make a plausible prediction about what might happen on the basis of what has been read so far.</li> <li>- summarise main ideas providing key details.</li> <li>- retrieve information from non-fiction.</li> </ul>	<p>In age appropriate books the pupils can:</p> <ul style="list-style-type: none"> <li>- check that the text makes sense, correcting when meaning is lost.</li> <li>- draw inferences and justify their opinions through discussions.</li> <li>- make a plausible prediction about what might happen on the basis of what has been read so far.</li> <li>- summarise main ideas providing key details.</li> <li>- retrieve information from non-fiction.</li> <li>- make links between the book they are reading and other books they have read.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>- work out the meaning of words from context, checking that the text makes sense.</li> <li>- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</li> <li>- predict what might happen from details stated and implied.</li> <li>- summarise main ideas providing key details.</li> <li>- retrieve information from non-fiction.</li> <li>- make links between the book they are reading and other books they have read.</li> <li>- evaluate how authors use language, beginning to consider the impact on the reader.</li> </ul>	<p>The pupil can:</p> <ul style="list-style-type: none"> <li>- work out the meaning of words from context, checking that the text makes sense.</li> <li>- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</li> <li>- predict what might happen from details stated and implied.</li> <li>- summarise main ideas, identifying key details and using quotations for illustration.</li> <li>- retrieve information from non-fiction.</li> <li>- make comparisons within and across books.</li> <li>- evaluate how authors use language, beginning to consider the impact on the reader.</li> </ul>
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