**Manor Road *Reading* Progression and End Points**

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| **Word Reading** | **End of EYFS** | **End of Y1** | **End of Y2** | **End of Y3** | **End of Y4** | **End of Y5** | **End of Y6** |
|  | * 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 * Read some common exception words. Phase 2, 3 and 4 | * Use the sounds they know to reread books more fluently and with more confidence to attempt more challenging texts * Read aloud accurately books that are consistent with developing phonic knowledge * Read words with contractions e.g. I’m, I’ll, we’ll * Read words of more than one syllable * Read words made up of the letter sounds –s, -es, -ing, -ed, -er, and –est as endings. * Read all Phase 2-5 tricky words and Y1 common exception words on sight * Read words containing each of the 44 phonemes taught * Match the correct sound to grapheme for all 44 phonemes * Read new words correctly by blending accurately | * Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * Read and blend all sounds that have been taught and recognise alternative sounds and letters or groups of letters * Read accurately words of two or more syllables * Read words containing common suffixes * Read further common exception words, noting unusual correspondences between spelling and sound * Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without long pauses * Re-read these books to build up their fluency and confidence in word reading. | * Read accurately the words as stated in Appendix 1 to apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words, including the Y3/4 spelling words * Read aloud with a tone of voice that shows understanding | * Apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet * Gain further knowledge of homophones and other words that are often confused * Read aloud and understand the meaning of new words * Read accurately the words as stated in Appendix 1 | * Read aloud and understand the meaning of at least half the words on the Y5/6 list * Read aloud with expression * Beginning to read accurately and with more confidence books from the library and the free reader sections | * Read aloud and understand the meaning of new words that are on the Year 6 spelling lists * Read accurately words with silent letters * Read accurately and with confidence books from the library and free reader sections |
| **Comprehension** | **End of EYFS** | **End of Y1** | **End of Y2** | **End of Y3** | **End of Y4** | **End of Y5** | **End of Y6** |
|  | * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions * Make comments about what they have heard and ask questions to clarify their understanding * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate * 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 and poems and during role-play. | * Develop a love of reading by hearing a wide range of stories, poems and non-fiction read by others * Identify key characteristics in fairy stories and traditional tales * Enjoy reading poems and rhymes, learning some by heart * Explain the meaning of words that they already know linking these to new words * link own knowledge to what they are reading * check that the text makes sense and correct if not * Infer what characters might feel in a story on the basis of what is being said or done * Predict what might happen next in a story * Recall specific information from a text (fiction & non- fiction) | * Enjoy reading a wide range of books, including fairy stories, myths and legends and retell some of these to others * Enjoy reading and understanding books by expressing my views on poems, stories and non-fiction texts * Enjoy reading by recognising repeated themes and ideas in stories and poems * Enjoy reading and discussing the order of events in books and how items of information are related * Talk about favourite words and phrases * Spot if a word has been read wrongly by following the sense of the text * Enjoy reading poetry and know some off by heart. Say what they like and do not like about a poem, giving reasons. * Say what might happen next to characters using what they have read * Explain the meaning of words that they do know and find out about the meaning of words that they do not know * Ask and answer simple questions about what they have read and also say what they think will happen next * Talk as part of a group about things they have listened to taking turns to talk about what they have heard | * Make reading fun by increasing my familiarity with a wide range of fiction and non-fiction books (including fairy stories and myths and legends) and retell some of these. * Develop an enjoyment of reading by increasing understanding of themes in different books * Use their voice effectively when reading aloud different genres (e.g. stories, poems and reports) * Develop an enjoyment of reading by discussing words that capture imagination. * Check the text makes sense and self-correct to show that they understand what they are reading. * When I am reading, they can tell you what the text is about. * Show understanding by discussing things they are reading, such as characters’ feelings, thoughts, motivations and actions. * Use clues in the text to predict what might happen. * Tell someone the main idea within a paragraph. * Say how text is organised to help understand it. This includes paragraphs, headings, sub-headings and speech marks. * Use non-fiction texts to find out new information on a subject. * Take part in a discussion about books and poems taking turns and listening to what others say. | * Make reading fun by exploring a wide range of poetry, fiction, non-fiction and reference/text books * Read a wide range of books, including fairy stories, myths and legends and retell some of these to others * Show that they enjoy reading by reading lots of different types of books for enjoyment * Use a dictionary to check the meaning of words that they do not know * Discuss words and phrases within the books that they read that excite them * Understand different types of poetry e.g.free verse and narrative poetry * Check what I have read and understood by telling someone else what has happened * Ask questions about what they have read to help them understand a complicated text * They can tell from what they have read how a character is feeling and thinking and why they take action. Children can find evidence to support this * Predict what will happen in a text by using details that are stated or implied * Summarise what has happened in a text using themes from a paragraph to help * Retrieve and record information from non-fiction over a wide range of subjects * Participate in reasoned discussion about books, poems and other material that they read or are read to them, taking turns and listening to what others say | * Read, enjoy, understand and discuss a wide range of books, including myths and legends, modern fiction, poetry, fiction from our heritage and stories from other cultures * Develop and write a detailed book review giving reasons why they would recommend a book * Prepare poems and plays to read aloud and change their voice so that it becomes interesting to hear * Develop an enjoyment of reading and understanding of what is being read by making comparisons within a book * Understand what they are reading by checking the text makes sense by discussing their understanding of meaning and new words * Understand what they are reading by asking questions about increasingly difficult texts * Understand what is being read from increasingly difficult texts by predicting what might happen from the details given * Compare and discuss events by drawing from characters’ feelings, thoughts and actions and justifying with evidence * Understand discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * Tell the difference between fact and opinion * Show understanding by drawing inferences from within the text * Note down and present information and from non-fiction | * Read, enjoy, discuss and understand a wide range of books, including from our literary heritage and books from other cultures and traditions * Read, enjoy, discuss books that are structured in different ways and for different purposes such as for fun or research * Discuss ideas, events, structures, issues and plots across a wide range of writing * Read, understand and learn from a wide range of poetry and can learn longer poems by heart * Discuss and compare themes, structures, issues, characters and plots within a book and between different books * Understand what is being read by summarising the main ideas drawn from more than one paragraph, identifying the key points drawn from the text * Understand what they are reading by understanding how language, structure and presentation contribute to the meaning of text * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. * Show understanding of poems and texts in presentations and debates, maintaining a focus on the topic and using notes if needed * Retrieve and record information from non-fiction texts * Fully explain own views giving evidence from the text |