St Clement's C of E Primary Reading Curriculum ***"Love your neighbour as you love yourself" Luke 10:27***

	Reading Progression of Learning						
	EYFS (ELG)	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Decoding	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, including some common exception words	Apply phonic knowledge and skills to decode words: - Blend accurately and speedily using known graphemes - Re-read with fluency and confidence - Read accurately - Recognise when a word does not make sense Read common exception words accurately.	Read age-appropriate books: -sounding out unfamiliar words - beginning to self-correct Read accurately, automatically and without undue hesitation including: • Words of 2 or more syllables • Words containing common suffixes • Most common exception words Read most words quickly and accurately without blending out loud, e.g over 90 words per minute Begin to read silently with understanding	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self -correct consistently Read simple chapter books independently and silently.		Read age-appropriate books with confidence and fluency, including whole novels Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	
Reading for Pleasure		Participate actively in listening and sharing a wide range of books. Choose to read.	Read independently, demonstrating increasing stamina. Show developing preferences through book choice.	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form		Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance.	
Infer		In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something.	Make inferences from texts that they read themselves, on the basis of - what's being said and done - cause and effect drawing on what they already know or on background information or vocabulary (provided by the teacher).	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.		Make inferences drawn from across and between texts and justify with evidence. Use PEE (Point, Evidence, and Explanation) to support inferences.	
Predict	-	With support can link own experiences to what they read. Make predictions about reading: - from a title and front cover of a book. - on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated and implied based on: - content - simple themes/ text types Justify predictions with evidence		Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres	

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Clarify		Discuss word meanings, making links to known vocabulary.	Discuss and clarify the meaning of words to understand texts further. In familiar books, check that it makes sense.	Use dictionaries to check the meanings of words they have read.	Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion Clarify concepts and ideas at sentence, paragraph and whole text level.
Question		Raise simple questions about texts they read and that are read to them. Answer simple, information retrieval questions about texts	Ask and answer questions about texts.	Ask and answer questions to improve understanding of a text.	Ask and answer questions to improve understanding of themes and authorial intent.
Summarise	.	Link title to key events in a text	Identify and explain the sequence of events in texts.	Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction	Identify and summarise main ideas from across a text. Identify key details that support main ideas using quotation for illustration Retrieve, record and present key information from non-fiction.
Language for Effect		Recognise and join in with predictable phrases.	Identify simple literary language in stories and poetry. Discuss favourite words and phrases and their impact on the meaning.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. Discuss words and phrases that engage the reader. Give extended explanations of the impact of language choices on meaning.	Discuss how the structural and presentational choices impact on meaning, theme and purpose. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features including figurative language.
Themes and Conventions		Retell familiar stories and rhymes and talk about their key features.	Identify key aspects of texts, e.g. .fiction: characters, setting, plot, Non-fiction: titles/headings, contents, index, glossary With support, justify personal response to texts.	Begin to make connections between texts. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	Identify the themes and conventions of a range of texts. Discuss/comment on themes and conventions in different genres and forms. Make comparisons and contrasts within and across texts. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text. Provide reasoned justifications for opinions about a book