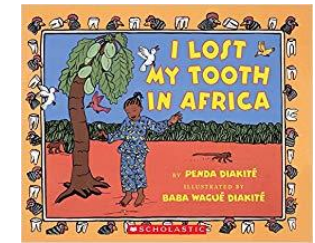
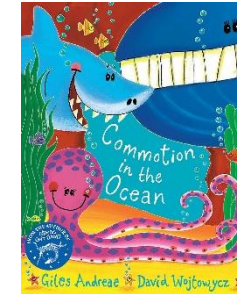
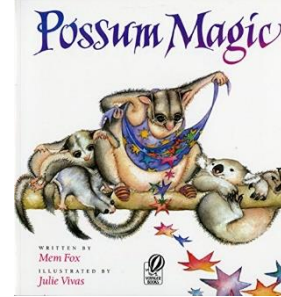
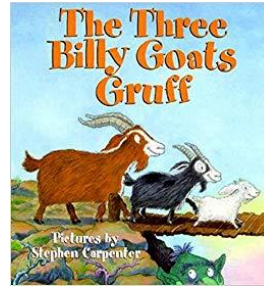
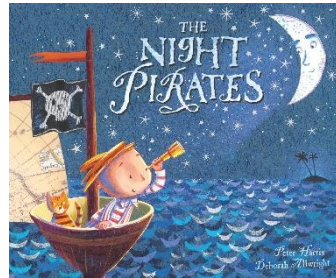
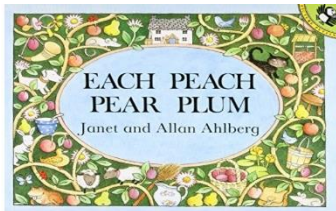




## St. Katharine's Primary School Reading Progression Pathway Early Years

Across early years and year one reading is developed and tracked through book bands and children are assigned a book by their teacher which matches the phonic phase they are currently working in. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression and accuracy. Alongside this book, we encourage our pupils to challenge themselves by choosing a 'challenge book' from the book band boxes which they change daily.

Some of the key texts in EYs. Our full list can be found on the school's Book Study and Key Text Overview, which is on our website.



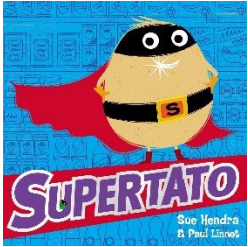
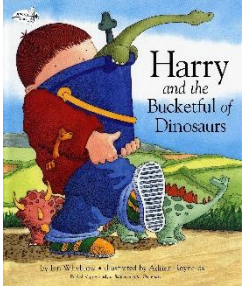
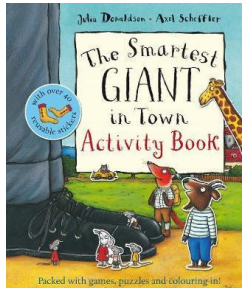
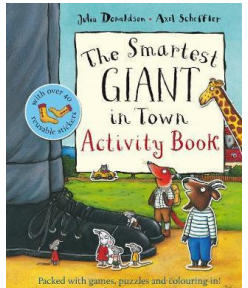
Focus	Curriculum Content	Skills	Vocabulary
<p><b>Word reading and inference</b></p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding</p> <ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the <b>alphabet</b> with no gaps.</li> <li>Recognise and read an increasing number of familiar <b>sounds</b> linked to phases 2, 3, 4 of letters and sounds.</li> <li>Recognise and begin to <b>blend</b> familiar <b>phonemes</b> in order to <b>read monosyllabic words</b> in simple sentences and <b>sight read</b> some high frequency words.</li> <li>Recognise and read familiar words through a rich diet of daily reading, guided reading and 1:1 reading at home.</li> <li>With a finger, <b>track</b> words in simple sentences whenever reading.</li> <li><b>Read aloud</b> during 1:1 and guided sessions to gain confidence in reading in front of people.</li> <li>When asked, <b>locate</b> words that contain familiar phonemes or letters.</li> <li>Can say two or more words that <b>rhyme</b> with a given word.</li> <li>Apply their phonetic knowledge to decode common unfamiliar words (with support)</li> <li>When asked, locate <b>age related punctuation</b>: capital letters and full stops.</li> <li>Show an understanding that books contain information and stories through discussion.</li> <li>Use books to inspire their imaginative role-play and writing.</li> </ul>	<p>book word sentence page cover character good bad phonics letter sound phoneme blend full stop capital letter beginning middle end rhyme fairy tale</p>



## St. Katharine's Primary School Reading Progression Pathway Year 1

Across early years and year one reading is developed and tracked through book bands and children are assigned a book by their teacher which matches the phonic phase they are currently working in. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression and accuracy. Alongside this book, we encourage our pupils to challenge themselves by choosing a 'challenge book' from the book band boxes which they change daily.

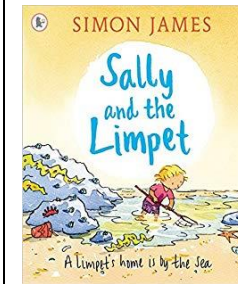
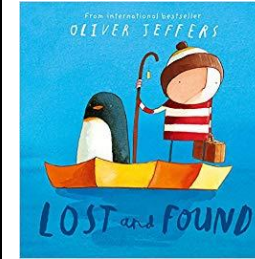
Some of the key texts in EYs. Our full list can be found on the school's Book Study and Key Text Overview, which is on our website.

Focus	Curriculum Content	Skills	Key Text	Vocabulary
<b>Word reading and classification</b>	<b>Word Reading</b> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing gpcs that have been taught</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught gpcs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• Read other words of more than one syllable that contain taught gpcs</li> <li>• Read words with contractions [for example, i'm, i'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and read an increasing number of familiar <b>sounds</b>.</li> <li>• Blend familiar <b>phonemes</b> and <b>graphemes</b> in order to read independently.</li> <li>• Use their knowledge of familiar sounds to <b>decode</b> and <b>segment polysyllabic words</b>.</li> <li>• Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, <b>whole class reading</b> and 1:1 reading at home.</li> <li>• With a finger, <b>track</b> sentences when reading 1:1, small group and whole-class sessions.</li> <li>• Be encouraged to <b>read aloud</b> during 1:1, guided and whole-class reading sessions.</li> <li>• When asked, <b>locate</b> familiar word types (adjective, noun and verb) and explain how they know which word type it is.</li> <li>• When asked, locate words that contain previously taught graphemes, <b>suffixes</b> or subject related content.</li> <li>• When asked, locate <b>age related punctuation</b>: question and exclamation marks.</li> </ul>	  	phoneme grapheme digraph trigraph rhyme sound blend segment sentence word read punctuation question mark exclamation mark plural
<b>Inference and comprehension</b>	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Link</b> what they read or hear to their own experiences.</li> <li>• Become confident with traditional tales and fairy stories and <b>identify</b> their characteristics.</li> <li>• Recognise and join in with <b>predictable phrases</b>.</li> <li>• Learn some rhymes and poems by heart.</li> <li>• Discuss titles and covers.</li> <li>• Make <b>predictions</b> based on key aspects within the text.</li> </ul>		genre character author poem script cover adventure

**Understand both the books they can already read accurately and fluently and those they listen to by:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Predicting what might happen on the basis of what has been read so far
  
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them.

- Make **inferences** based on what they have read and make inferences from what has been read to them: For Example: *Why did the animals write a letter to the Giant?*  
*They gave the Giant a crown. Why was this a good choice for a present?*
- Participate in **discussions** about characters, plot, narrative and genre and share their personal opinion about a text.
- **Recognise the common features** of a non-fiction text and identify when a text is fictional or not by labelling common features of either genre. I.e. "*Fiction has made up characters but nonfiction is about real things*".



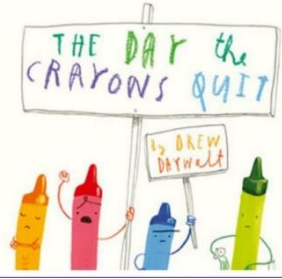
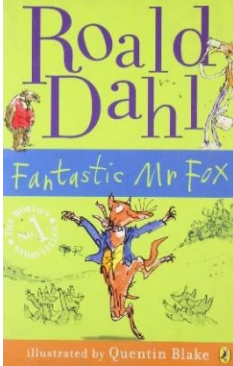
story  
poem  
blurb  
feeling  
emotion



## St. Katharine's Primary School Reading Progression Pathway Year 2

In year two, reading is continued to be developed and tracked through book bands and children have the independence to change these daily. Some children who have phonic gaps will be assigned a book by their teacher which matches the phonic phase they are currently working in. The expectation is that this book is repeatedly read throughout the week to enhance fluency, expression and accuracy.

Some of the key texts in EYs. Our full list can be found on the school's Book Study and Key Text Overview, which is on our website.

Focus	Curriculum Content	Skills	Key Text	Vocabulary
<p>Word reading</p>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>Blend many <b>phonemes</b> and <b>graphemes</b> when reading.</li> <li>Use their knowledge of sounds to decode and <b>segment polysyllabic words</b> at an appropriately fluent speed.</li> <li>Recognise words that cannot be sounded out through a rich diet of daily reading, guided reading sessions, <b>whole class reading</b> and 1:1 reading at home.</li> <li><b>Discuss</b> their favourite words and phrases</li> <li>Learn and <b>recite</b> extracts using intonation more effectively to make the meaning clear</li> <li>Self-correct when they are reading aloud.</li> <li>With a finger, <b>track</b> entire paragraphs when reading in 1:1, small group and whole-class sessions.</li> <li><b>Read aloud</b> during 1:1, guided and whole-class reading sessions with expression and fluency.</li> <li>When asked, locate <b>age related sentence types</b>: questions, exclamations, command and statement.</li> <li>When asked, <b>locate</b> familiar word types (adjective, noun, noun phrase, verb and adverb), explain how they know which word type it is and link words with other words (synonyms).</li> <li>When asked, locate <b>age related punctuation</b>: question marks, exclamation marks and apostrophes (inverted commas -speech marks - may also be encouraged although they are not taught to use them in their writing until year three).</li> </ul>	 	<ul style="list-style-type: none"> <li>phoneme</li> <li>grapheme</li> <li>digraph</li> <li>trigraph</li> <li>rhyme</li> <li>sound</li> <li>blend</li> <li>segment</li> <li>adjective</li> <li>verb</li> <li>noun</li> <li>noun phrase</li> <li>plural</li> <li>adverb</li> <li>tense (past and present)</li> <li>suffix</li> <li>expression</li> </ul>



**Inference and Comprehension**

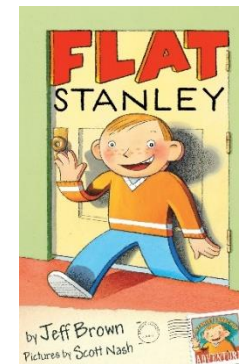
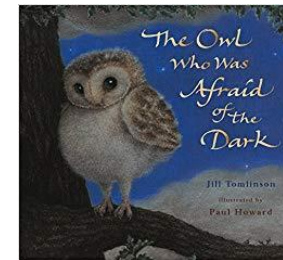
- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read, and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion 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

- **Link** an aspect of a book's narrative, characters, setting, etc. to their own experiences and other books they have read.
- Become very familiar with traditional tales and fairy stories and identify their characteristics
- Recognise and join in with **predictable phrases**
- Learn some rhymes and poems by heart
- Identify **key narrative aspects** when making detailed predictions at the beginning or middle of a story.
- Understand the differences between past and present **tense**.
- Make calculated **predictions** based on key points within the text by justifying their ideas.
- Make **inferences** based on what they have read and make inferences from what has been read to them:
- Develop their understanding of **how to answer word problems** focusing on the words and phrases: *How...? What...? Explain why...? Explain how you know...? Find and copy... Which...?*

*The little boy said that 'dark was exciting'. How did show this to the Owl?*

*How did you know that Mr Fox was worried after he said "I have had enough?"*

- Learn how to **effectively reread** in order to: find and copy specific words and phrases and make inferences.
- Participate in group and class **discussions** about characters, plot, narrative and genre and share their personal opinion about a text.
- **Recognise and analyse** the features of a non-fiction text through discussing and exploring: contents page, captions, headings/sub-headings, bullet pointed facts, index and glossary.



- genre
- character
- author
- poem
- script
- cover
- adventure
- comedy
- action
- story
- blurb
- feeling
- emotion
- perform
- beginning
- middle
- end
- setting
- predict
- discuss
- caption
- heading
- subheading
- index
- glossary
- fact
- contents
- how
- why
- which
- what
- find and copy
- explain

	<ul style="list-style-type: none"><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul>			
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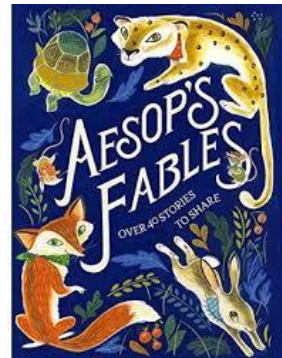
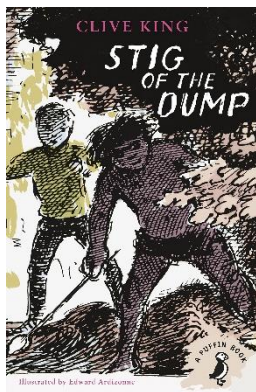
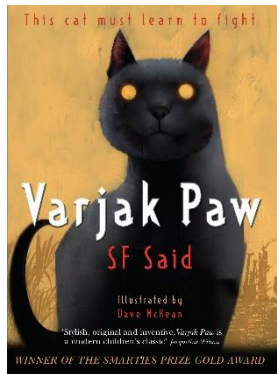


## St. Katharine's Primary School Reading Progression Pathway Year 3 and 4

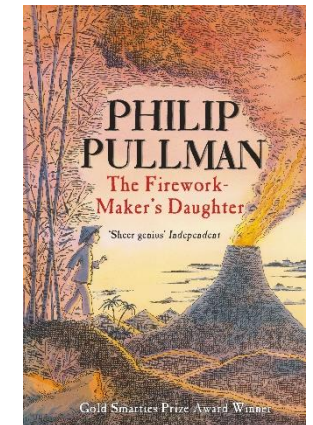
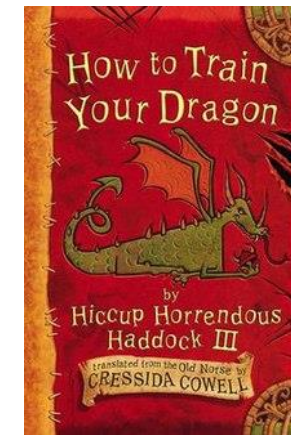
To fully develop every child's reading skills it will benefit some children to continue reading within the structure of a book band scheme. Additionally, some children who have phonic gaps will be assigned a book by their teacher which matches the phonic phase they are currently working in. All children have access to age appropriate books from the class book corners to read in school and at home. All children will participate in whole-class reading lessons during book projects benefitting from teacher led discussions and have multiple opportunities to read aloud.

Some of the key texts in Y3 and Y4. Our full list can be found on the School's Book Study and Key Text Overview, which is on our website.

### Year 3 Key Texts



### Year 4 Key Texts



Focus	Curriculum Content	Skills	Vocabulary
<b>Word reading</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Identify themes and key features of genres.</li> <li>Listen to and discuss a wide range of poetry, fiction, plays and non-fiction</li> <li>Retell some stories orally</li> <li>Rehearse and recite poetry by heart (recognise different forms e.g. riddle, free verse, narrative etc)</li> <li>Perform plays with expression, volume and actions</li> <li><b>With prompting, start to self-correct</b> when reading aloud.</li> <li>Read the National Curriculum's year 3 and 4 <b>spelling list</b> and words containing taught prefixes and suffixes.</li> <li>Using an appropriate method, <b>track</b> sentences when reading during</li> </ul>	subject object verb tense (past and present) pronoun relative clause synonym antonym ellipsis hyphen

		<p>whole class reading lessons.</p> <ul style="list-style-type: none"> <li>• When <b>reading aloud</b>, recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole class reading sessions.</li> <li>• When reading, <b>use expression</b> to show understanding of basic punctuation (? ! ,)</li> </ul>	<p>colon bullet points</p>
<p><b>Inference and Comprehension</b></p>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Ask questions to improve understanding of a text</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are read to them and those they can</li> <li>• Read for themselves, taking turns and listening to what others say.</li> </ul>	<ul style="list-style-type: none"> <li>• Make <b>links</b> between books they have read through identifying similarities in genre</li> <li>• <b>Recognise</b> the features of common genres as well as justifying their own genre preference.</li> <li>• Make simple <b>predictions</b> based on evidence within the text.</li> <li>• With support, use an efficient re-reading strategy when <b>inferring or summarising</b> a text: <ul style="list-style-type: none"> <li>- read before or after a specific passage</li> <li>- skim read</li> <li>- locate and identify key words/phrases that make strong links with their wider knowledge of a book</li> </ul> </li> <li>• With support, use <b>re-reading strategies</b> to clarify the meaning of an unfamiliar word or phrase: <ul style="list-style-type: none"> <li>- read before and after</li> <li>- (if possible) identify a root word</li> <li>- identify a prefix or suffix</li> <li>- consider the tense</li> <li>- consider the word class</li> <li>- re-read an entire passage to consider the context a word or phrase has been used in.</li> <li>- identify near synonyms or antonyms</li> </ul> </li> <li>• <b>Find and copy</b> specific words or phrases by re-reading</li> <li>• Participate in a <b>constructive debate</b> by <b>gathering evidence</b> from a text to <b>support and justify</b> their argument whether they personally agree or not.</li> <li>• <b>Evaluate</b> a text by considering: <ul style="list-style-type: none"> <li>- key themes/morals/concepts</li> <li>- main characters (i.e. explaining their personal affection or loathing of a character)</li> <li>- author's writing style</li> <li>- genre</li> <li>- similarities and differences to their life</li> </ul> </li> </ul>	<p>genre author poem script story blurb setting predict discuss debate opinion caption heading subheading index glossary fact contents inference infer explain retrieve explanation descriptive re-read paragraph novel formal informal justify</p>





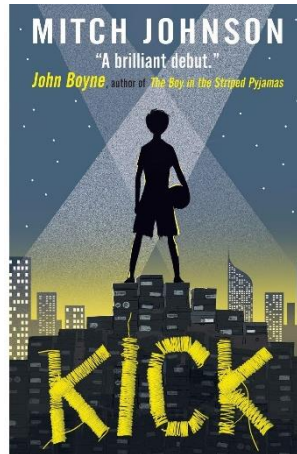
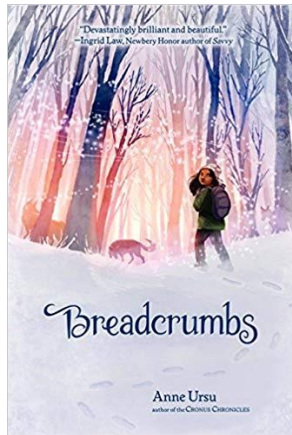
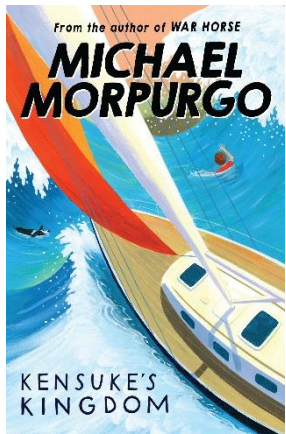


## St. Katharine's Primary School Reading Progression Pathway Year 5 and 6

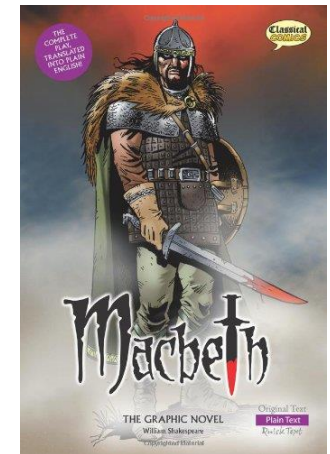
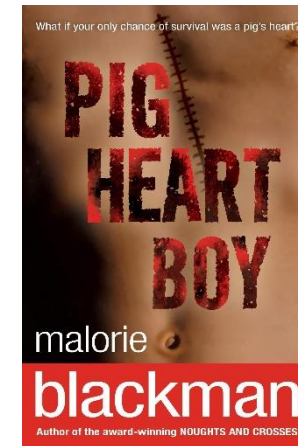
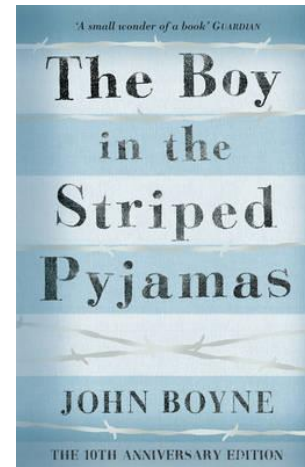
To fully develop every child's reading skills it will benefit some children to continue reading within the structure of a book band scheme. Additionally, some children who have phonic gaps will be assigned a book by their teacher which matches the phonic phase they are currently working in. All children have access to age appropriate books from the class book corners to read in school and at home. All children will participate in whole-class reading lessons during book projects benefitting from teacher led discussions and have multiple opportunities to read aloud.

Some of the key texts in Y5 and y6. Our full list can be found on the School's Book Study and Key Text Overview, which is on our website.

### Year 5 Key Texts



### Year 6 Key Texts



Focus	Curriculum Content	Skills	Vocabulary
Word reading	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li><b>Self-correct</b> when reading aloud</li> <li>Read the National Curriculum's year 5 and 6 <b>spelling list</b> and words containing taught prefixes and suffixes.</li> <li>With a finger, <b>track</b> sentences when reading at length during whole-class reading lessons.</li> <li>When <b>reading aloud</b> recognise how the forms of punctuation affect fluency and expression during 1:1, guided and whole-class reading sessions.</li> <li>When reading, <b>pre-empt expression</b> through the recognition of an author's writing style or the style of a genre.</li> <li>When asked, <b>locate</b> specific word types linked to their learning.</li> </ul>	tense (past and present) modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity adverbial

		<ul style="list-style-type: none"> <li>When asked, identify specific forms of grammar linked to an author's writing style. For example: I child will be asked to explain how and why Morpurgo uses dashes to embed information in Kensuke's Kingdom.</li> </ul>	passive voice subject object active synonym antonym ellipsis hyphen colon semi-colon bullet points
<b>Inference and Comprehension</b>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Understand what they read by:</p> <ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Make <b>links</b> between books they have read through identifying similarities in genre, plot, narrative, theme, morals and character traits.</li> <li><b>Contrast and compare genres</b> and recognise the features of common genres as well as justifying their own genre preference.</li> <li>Make calculated <b>predictions</b> based on multiple aspects of evidence within the text.</li> <li>Independently use an efficient rereading strategy when <b>inferring or summarising</b> a text:           <ul style="list-style-type: none"> <li>- read before or after a specific passage</li> <li>- skim read</li> <li>- locate and identify key words/phrases that make strong links with their wider knowledge of a book</li> </ul> </li> <li>Use a range of <b>re-reading strategies</b> to clarify the meaning of an unfamiliar word or phrase:           <ul style="list-style-type: none"> <li>- read before and after</li> <li>- (if possible) identify a root word</li> <li>- identify a prefix or suffix</li> <li>- consider the tense</li> <li>- consider the word class</li> <li>- re-read an entire passage to consider the context a word or phrase has been used in.</li> <li>- identify near synonyms or antonyms</li> </ul> </li> <li><b>Find and copy</b> specific words or phrases by skim reading</li> <li>Participate in a <b>constructive debate</b> by <b>gathering evidence</b> from a text to <b>support and justify</b> their argument whether they personally agree or not.</li> <li><b>Explain</b> how a piece of text, a chapter or book has made them feel through discussion or a written outcome.</li> <li><b>Evaluate</b> a text by considering:           <ul style="list-style-type: none"> <li>- key themes/morals/concepts</li> </ul> </li> </ul>	genre author poem script story blurb setting predict discuss debate opinion caption heading subheading index glossary fact contents inference infer explain retrieve explanation descriptive description skim read re-read paragraph novel formal informal

	<ul style="list-style-type: none"><li>• Distinguish between statements of fact and opinion</li><li>• Retrieve, record and present information from non-fiction</li><li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li><li>• 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</li><li>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>- main characters (i.e. explaining their personal affection or loathing of a character)</li><li>- author's writing style</li><li>- genre</li><li>- similarities and differences to their life</li></ul>	justify
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