HOLY TRINITY CATHOLIC ACADEMY: ENGLISH READING PROGRESSION

LKS2

		Phonics & Decoding	Common Exception Words	Fluency	
NC 2014	**WORD READING**	☐ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ☐ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ☐ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*	☐ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*	☐ Read age-appropriate texts at 90+ words per minute ☐ Begin to use appropriate intonation and volume when reading aloud	

		Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	**READING COMP.**	☐ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ☐ Reading books that are structured in different ways and reading for a range of purposes ☐ Increase familiarity with a wide range of books and retell some of these orally ☐ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ☐ Recognise different forms of poetry	☐ Check that the text makes sense to them, discussing their understanding ☐ Ask questions to improve their understanding of a text ☐ Retrieve and record information from non-fiction ☐ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say ☐ Confidently skim and scan texts to locate key words and phrases. ☐ Generate a variety of literal questions.	☐ Use dictionaries to check the meaning of word they have not read ☐ Discuss words and phrases that capture the reader's interest and imagination ☐ Explain the meaning of words in context ☐ Find the meaning of new words using the context of new sentences. ☐ Link new words to other words they already know.	☐ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence ☐ Predict what might happen from details stated and implied in the text ☐ Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. ☐ Consolidate the skill of justifying predictions using a specific reference point in the text. ☐ Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	☐ Identify main ideas drawn from more than one paragraph and summarise these ☐ Write a brief summary of the main points, identifying and using important information.	☐ Identify themes and conventions in a wide range of books ☐ Identify how language, structure and presentation contribute to meaning ☐ Refer to authorial style, overall themes and features ☐ Further develop the idea of story 'themes' *e.g. loneliness, friendship, family, fear,*