



Our Lady's R.C. Primary School

English Progression Grids





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Reading	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *listening to and discussing 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 	<ul style="list-style-type: none"> *listening to and discussing 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 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly 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 *making comparisons within and across books 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly 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 *making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a 	<ul style="list-style-type: none"> *increasing their familiarity with a wide 	<ul style="list-style-type: none"> *increasing their familiarity with a wide 	<ul style="list-style-type: none"> *increasing their familiarity with a wide 	<ul style="list-style-type: none"> *increasing their familiarity with a wide



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<i>Beyond the Lines</i>	<p>stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*recognising and joining in with predictable phrases</p>	<p>wider range of stories, fairy stories and traditional tales</p> <p>*recognising simple recurring literary language in stories and poetry</p>	<p>range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>	<p>range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>	<p>range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>
Poetry & Performance	<p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>*learning a wider range of poetry by heart</p> <p>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</p>	<p>*learning a wider range of poetry by heart</p> <p>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</p>
Word Meanings <i>Between the Lines</i>	<p>*discussing word meanings, linking new meanings to those already known</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>*discussing their favourite words and phrases</p>	<p>*using dictionaries to check the meaning of words that they have read</p>	<p>*using dictionaries to check the meaning of words that they have read</p>		
Understanding <i>On the Lines</i> <i>Beyond the Lines</i>	<p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and</p>	<p>*discussing the sequence of events in books and how items of information are related</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p>	<p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p>	<p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p>



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	correcting inaccurate reading	*checking that the text makes sense to them as they read and correcting inaccurate reading	*identifying main ideas drawn from more than one paragraph and summarising these	*identifying main ideas drawn from more than one paragraph and summarising these	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference <i>Between the Lines</i>	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction <i>Between the Lines</i>	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent <i>Outside the Lines</i> <i>Beyond the Lines</i>			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-fiction <i>On the Lines</i> <i>Outside the Lines</i>		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing Reading <i>Beyond the Lines</i>	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on



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	understanding of what is read to them	others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	and listening to what others say	and listening to what others say	their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates *provide reasoned justifications for their views	their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates *provide reasoned justifications for their views
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As a school we follow the NC 2014 for the skills we teach and use Michael Cain breakdown of skills to show progression in each year group (can be seen below). Each skill is highlighted in the progression grid so it is clear where it fits into the curriculum.

Year 1 and 2

ON THE LINES The answer is right there in the text.			
Find Can you find the information?	Sequence Can you put events into order?	Paraphrase Can you sum up a piece of text?	Summarise Can you sum up a whole text?
BETWEEN THE LINES You have to follow clues in the text to work out the answer.			
Key words Can you understand text by working out the meaning of unfamiliar words?	Unpick pronouns Can you work out who or what a pronoun refers to?	Instead of said Can you recognise feelings or tone from instead of said words?	Show not tell Can you work out feelings or thoughts from what someone says or does?
	My life? Can you understand a situation better by putting yourself in someone else's shoes?	Predicting Can you suggest what might happen next from given or implied details?	



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Year 3

ON THE LINES The answer is right there in the text.			
Find Can you find the information?	Sequence Can you put events into order?	Paraphrase Can you sum up a piece of text?	Summarise Can you sum up a whole text?
BETWEEN THE LINES You have to follow clues in the text to work out the answer.			
Key words Can you understand text by working out the meaning of unfamiliar words?	Unpick pronouns Can you work out who or what a pronoun refers to?	Instead of said Can you recognise feelings or tone from instead of said words?	Show not tell Can you work out feelings or thoughts from what someone says or does?
	My life? Can you understand a situation better by putting yourself in someone else's shoes?	Predicting Can you suggest what might happen next from given or implied details?	

Year 4

ON THE LINES The answer is right there in the text.			
Find Can you find the information?	Sequence Can you put events into order?	Paraphrase Can you sum up a piece of text?	Summarise Can you sum up a whole text?
BETWEEN THE LINES You have to follow clues in the text to work out the answer.			
Key words Can you understand text by working out the meaning of unfamiliar words?	Unpick pronouns Can you work out who or what a pronoun refers to?	Instead of said Can you recognise feelings or tone from instead of said words?	Show not tell Can you work out feelings or thoughts from what someone says or does?
	My life? Can you understand a situation better by putting yourself in someone else's shoes?	Predicting Can you suggest what might happen next from given or implied details?	
OUTSIDE THE LINES The answer is about the way the text is organised or presented.			
Print Do you know why the author has used a different font or print?	Paragraphs Do you know the job a particular paragraph or heading is doing?	Pictures Do you know what a picture or caption adds to a text?	Diagrams Do you know why some information has been presented in a table or diagram?



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Year 5 & 6

ON THE LINES The answer is right there in the text.			
Find Can you find the information?	Sequence Can you put events into order?	Paraphrase Can you sum up a piece of text?	Summarise Can you sum up a whole text?
BETWEEN THE LINES You have to follow clues in the text to work out the answer.			
Key words Can you understand text by working out the meaning of unfamiliar words?	Unpick pronouns Can you work out who or what a pronoun refers to?	Instead of said Can you recognise feelings or tone from instead of said words?	Show not tell Can you work out feelings or thoughts from what someone says or does?
	My life? Can you understand a situation better by putting yourself in someone else's shoes?	Predicting Can you suggest what might happen next from given or implied details?	
OUTSIDE THE LINES The answer is about the way the text is organised or presented.			
Print Do you know why the author has used a different font or print?	Paragraphs Do you know the job a particular paragraph or heading is doing?	Pictures Do you know what a picture or caption adds to a text?	Diagrams Do you know why some information has been presented in a table or diagram?
BEYOND THE LINES You have to think about the words the author chooses or any ideas/ themes in the text to work out the answer.			
Key words Can I understand why an author has chosen particular words?	Impact Can you recognise what the words an author uses make you think or feel?	Comparing Can I make comparisons within a text and across different texts?	Fact/opinion Can I tell the difference between statements of fact and opinion?



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