

Maltese Road Primary School Progression of Skills

Being A Reader

Pupils should learn how to:	
Year 1	☐ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ☐ Explain their understanding of what is read to them ☐ Offer an opinion on what is read to them and listen to the opinions of others ☐ Offer opinions and preferences about books ☐ Link what they read and hear read to their own experiences ☐ Enjoy stories (including fairy and traditional stories), poems and rhymes ☐ Enjoy stories ☐ Retell a story using prompts ☐ Retell a story in the correct order ☐ Join in with stories being read aloud ☐ Enjoy poems and rhymes and recite some by heart ☐ Read aloud a well-known story with some expression ☐ Discuss meanings of new words and link these to words already known
Year 2	☐ Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently ☐ Show their understanding of books through discussion ☐ Offer opinions and preferences about books ☐ Discuss favourite authors ☐ Give opinions about books backed up by reasons ☐ Discuss the sequence of events in texts and how events are connected ☐ Learn some classic poems by heart ☐ Retell a story using words and phrases from the text ☐ Retell a story from memory, including all the main parts ☐ Retell a stock of basic stories ☐ Discuss meanings of new words and link these to words already known ☐ Discuss their favourite words ☐ Discuss their favourite phrases
Year 3	☐ Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books ☐ Identify and remember common structural and language conventions in different text types ☐ Read for a range of purposes ☐ Retell stories, adding key details ☐ Retell fairy stories or folk tales focusing on the theme

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	• Know and recognise some forms of poetry • Prepare poems and plays to read aloud and perform • Use dictionaries to check word meanings
Year 4	☐ Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books ☐ Identify and remember common structural and language conventions in different text types ☐ Read for a range of purposes ☐ Know and recognise some forms of poetry ☐ Prepare poems and playscripts to read aloud and perform, considering speed, volume and action ☐ Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis ☐ Retell myths and legends focusing on the themes
Year 5	☐ Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books ☐ Increase their familiarity with fiction genres including books from other cultures ☐ Increase their familiarity with fiction genres including modern fiction ☐ Increase their familiarity with fiction genres including traditional stories ☐ Know a range of children's authors and poets ☐ Read for a range of purposes ☐ Learn poems by heart ☐ Learn more complex poems by heart ☐ Prepare poems and playscripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience ☐ Recommend a book and explain why ☐ Recommend an author and explain why ☐ Use pertinent and technically specific vocabulary when talking about books ☐ Discuss a text confidently with others, responding to their ideas and challenging their views courteously
Year 6	☐ Read and critically discuss a range of fiction, poetry, plays, non-fiction, reference and text books ☐ Increase their familiarity with fiction genres including myths and legends ☐ Increase their familiarity with fiction genres including classic fiction ☐ Increase their familiarity with fiction genres including modern and classic fiction ☐ Discuss and compare a range of children's authors and poets ☐ Discuss and compare a range of children's authors and poets (including classic authors) ☐ Read for a range of purposes ☐ Prepare poems and play scripts to read aloud and perform, showing understanding through speed, volume, action, intonation, tone and word emphasis so that the meaning is clear to an audience

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	☐ Learn classic poems by heart ☐ Identify, discuss and compare themes ☐ Use pertinent and technically specific vocabulary when talking about books ☐ Show an understanding of texts through formal presentation and debate ☐ Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary
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All objectives derived from the National Curriculum are typed in **black**.

Additional objectives are in **purple**. These identify gaps from the National Curriculum or provide smaller learning steps based on the broader objectives and therefore a more detailed progression.