



**Lytchett Matravers**  
**Reading Progression**  
**of Skills**  
**Reading Progression**  
**(Skills in bold are KPIs)**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding/word reading</b>	<ul style="list-style-type: none"><li>• apply phonic knowledge to decode words</li><li>• <b>speedily read all 40+ letters/groups for 40+ phonemes (see charts below)</b> including, where applicable, alternative sounds for graphemes</li><li>• <b>read accurately by blending taught GPC in familiar words</b></li><li>• <b>read common exception words</b> the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used</li><li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>• read multisyllable words containing taught GPCs</li><li>• read contractions and understanding use of apostrophe</li><li>• read aloud phonically-decodable texts</li></ul>	<ul style="list-style-type: none"><li>*secure phonic decoding until reading is fluent</li><li>*read accurately by blending, including alternative sounds for graphemes</li><li>*read multisyllable words containing these graphemes</li><li>*<b>read most words with common suffixes</b></li><li>*read exception words, noting unusual correspondences</li><li>*read most words quickly &amp; accurately without overt sounding and blending</li><li>• <b>read accurately most words of two or more syllables</b></li></ul> Read most common exception words <ul style="list-style-type: none"><li>• <b>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used</b></li></ul>	<ul style="list-style-type: none"><li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>*<b>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</b></li></ul>	<ul style="list-style-type: none"><li>*<b>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</b></li><li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>	<ul style="list-style-type: none"><li>*<b>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</b></li><li>*At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</li></ul>	<ul style="list-style-type: none"><li>*<b>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</b></li><li>*At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.</li></ul>
<b>Fluency</b>	<ul style="list-style-type: none"><li>• Be able to read and reread books that are closely matched to their developing phonic knowledge and knowledge of common exception words.</li><li>• Use appropriate expression when reading words that are printed for emphasis.</li><li>• Pronounce plurals clearly, with particular focus on the final sound.</li><li>• <b>Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out word</b></li></ul>	<ul style="list-style-type: none"><li>-Be able to read common exception words easily and automatically.</li><li>• Use appropriate expression when reading a sentence with a question mark or an exclamation mark.</li><li>• Pronounce contractions clearly, with particular focus on the final sound</li><li>• Pronounce past tense verbs clearly, with particular focus on the final sound.</li></ul>	<ul style="list-style-type: none"><li>• Be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li><li>• Use appropriate expression when reading dialogue: Appropriate pause between reporting clause and the speech; use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, “What’s that noise?”)</li></ul>	<ul style="list-style-type: none"><li>• Be able to read age-appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words.</li><li>• Use appropriate expression when reading sentences with fronted adverbials i.e. a slight pause indicated by the comma after the fronted adverbial.</li></ul>	<ul style="list-style-type: none"><li>• Be able to read age appropriate texts accurately and at a reasonable speaking pace.</li><li>• Be able to prepare readings, with appropriate intonation to show their understanding</li><li>• Use appropriate expression when reading sentences with: relative clauses i.e. slight pauses indicated by the commas around the relative clause and brackets or dashes i.e. slight pauses indicated by the brackets or dashes.</li></ul>	<ul style="list-style-type: none"><li>Be sufficiently fluent so that reading of texts across the curriculum is effortless.</li><li>• Be able to prepare readings, with appropriate intonation.</li><li>• Use appropriate expression when reading ironic or sarcastic sentences (nb. this may be indicated by italic or bold fonts, or scare quotes).</li><li>*<b>read age-appropriate books with confidence and fluency (including whole novels)</b></li><li>*<b>read aloud with intonation that shows understanding</b></li></ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"><li>• <b>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</b></li><li>• being encouraged to link what they read or hear read to their own experiences</li></ul>	<ul style="list-style-type: none"><li>*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</li></ul>	<ul style="list-style-type: none"><li>*<b>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b></li><li>*reading books that are structured in different ways and reading for a range of purposes</li></ul>	<ul style="list-style-type: none"><li>*<b>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b></li><li>*reading books that are structured in different ways and reading for a range of purposes</li></ul>	<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>*making comparisons within and across books</li><li>*<b>Increases 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</b></li></ul>	<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>*making comparisons within and across books</li></ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"><li>-<b>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</b></li><li>-recognizing and joining in with predictable phrases</li></ul>	<ul style="list-style-type: none"><li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>*recognising simple recurring literary language in stories and poetry</li></ul>	<ul style="list-style-type: none"><li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>*<b>identifying themes and conventions in a wide range of books</b></li></ul>	<ul style="list-style-type: none"><li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>*<b>identifying themes and conventions in a wide range of books</b></li></ul>	<ul style="list-style-type: none"><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>*identifying and discussing themes and conventions in and across a wide range of writing</li></ul>	<ul style="list-style-type: none"><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>*identifying and discussing themes and conventions in and across a wide range of writing</li></ul>



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<b>Poetry &amp; Performance</b>	*learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning a wider range of poetry by heart 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	*learning a wider range of poetry by heart 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
<b>Word meanings</b>	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	<b>*using dictionaries to check the meaning of words that they have read</b>	<b>*using dictionaries to check the meaning of words that they have read</b>	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read <b>*work out the meaning of words from the context to explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</b>
<b>Understanding</b>	*drawing on what they already know or on background information and vocabulary provided by the teacher <b>*checking that the text makes sense to them as they read and correcting inaccurate reading</b>	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher <b>*checking that the text makes sense to them as they read and correcting inaccurate reading</b> <ul style="list-style-type: none"><li><b>make links between the book they are reading and other books they have read</b></li></ul>	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarizing these	<b>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</b> *asking questions to improve their understanding of a text <b>*identifying main ideas drawn from more than one paragraph and summarising these</b>	<b>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</b> *asking questions to improve their understanding <b>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</b> <b>-Participates in discussions about books that are read to the child and those that can be read independently</b>	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas <b>*summarise main ideas, identifying key details and using quotations for illustration</b>
<b>Inference</b>	<b>*discussing the significance of the title and events</b> *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 <ul style="list-style-type: none"><li><b>answer questions and make some inferences</b></li><li><b>explain what has happened so far in what they have read</b></li></ul>	<b>*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</b>	<b>*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</b>	*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
<b>Prediction</b>	<b>*predicting what might happen on the basis of what has been read so far</b>	<b>*predicting what might happen on the basis of what has been read so far</b> <ul style="list-style-type: none"><li>.</li></ul>	<b>*predicting what might happen from details stated and implied</b>	<b>*predicting what might happen from details stated and implied</b>	*predicting what might happen from details stated and implied	<b>*predicting what might happen from details stated and implied</b>
<b>Authorial Intent</b>			*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 <b>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</b>
<b>Non-fiction</b>		*being introduced to non-fiction books that are structured in different ways	<b>*retrieve and record information from non-fiction</b>	<b>*retrieve and record information from non-fiction</b>	*distinguish between statements of fact and opinion <b>*retrieve, record and present information from non- fiction</b>	*distinguish between statements of fact and opinion <b>*retrieve, record and present information from non- fiction</b>
<b>Discussing reading</b>	*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	*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 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	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices <b>*participate in discussions about books they read and those that are read to them, building on their own and others’ ideas and challenging views courteously</b> *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views <b>*Provides reasoned justifications for their views about a book</b>	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on 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 <b>*make comparisons within and across books.</b>





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










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Adapted from  
<https://langham.essex.sch.uk/wp-content/uploads/2023/03/2022-Reading-Progression.pdf>

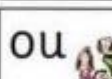
[www.primarycurriculum.me.uk](http://www.primarycurriculum.me.uk)

44 phonemes in English language- see RWI chart below







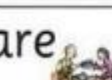





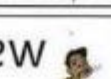



### Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

### Speed Sounds Set 2

ay 	ee 	igh 	ow 	oo 
may I play?	what can you see?	fly high	blow the snow	poo at the zoo
oo 	ar 	or 	air 	ir 
look at a book	start the car	shut the door	that's not fair	whirl and twirl
		ou 	oy 	
		shout it out	toy for a boy	

### Speed Sounds Set 3

ea 	oi 			
cup of tea	spoil the boy			
ā-e 	ī-e 	ō-e 	ū-e 	aw 
make a cake	nice smile	phone home	huge brute	yawn at dawn
are 	ur 	er 	ow 	ai 
care and share	nurse with a purse	a better letter	brown cow	snail in the rain
oa 	ew 	ire 	ear 	ure 
goat in a boat	chew the stew	fire, fire!	hear with your ear	sure it's pure

### Complex Speed Sounds

#### Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					
b	c	d	g	h	j	p	qu	t	w	x
bb	k	dd	gg		g	pp		tt	wh	y
	ck				ge					ch
	ch				dge					tch

#### Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	
oo	oo	ar	or	air	ir	ou	oy	ire
ū-e			oor	are	ur	ow	oi	ear
ue			ore		er			ure
ew			aw					
			au					



## Year 1 and 2 Common Exception Words

### Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

### Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	





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## Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



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## Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	