



Progression of Skills in: Reading

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and De-coding	<p>Hear and say the initial sound in a word.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet. (ELG)</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words/ suffixes/ word endings, to include -ation, -ly, -ous, -ture,</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply growing knowledge of root words, prefixes, suffixes and word endings to include - sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -</p>	<p>To read decode fluently unfamiliar words with speed and skill.</p> <p>To be able to recognize meaning through contextual clues.</p>

	<p>Use phonic knowledge to decode regular words and read them aloud and accurately. Begin to read words and simple sentences.</p>	<p>phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes</p>	<p>-sure, -sion, -tion, -ssion and -cian and begin to read them aloud.</p>		<p>able, -ably, -ible, -ibly</p> <p>And begin to read them aloud.</p>	<p>To read fluently full knowledge of all Y5/Y6 exception words, prefixes, suffixes and word endings.</p>
<p>Common Exception Words</p>	<p>Phase 2,3,4 Tricky Words (ELG)</p> <p>Read some common irregular words.</p>	<p>To read Y1 common exception words ensuring unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words ensuring unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 common exception words.</p>	<p>To read all Y3/Y4 exception words talking about the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read most Y5/Y6 exception words talking about the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read Y5/Y6 exception words talking about the unusual correspondences between spelling and sound and where these occur in the word.</p>

<p>Fluency</p>	<p>Enjoy an increasing range of books and poems.</p> <p>Listen to stories, poems and rhymes with increasing attention and re-call.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in a missing word or phrase in a known rhyme, story or game. E.g. "We're going on a bear hunt"</p> <p>Recognises familiar words and signs</p>	<p>To accurately read a variety of texts that are consistent with developing phonic knowledge.</p> <p>To re-read texts and be able to re-tell them, using story maps, building up fluency and confidence in word reading.</p>	<p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.</p> <p>To read books, linked to their growing phonic knowledge, sounding out unfamiliar words correctly and without hesitation.</p> <p>To re-read these stories, using story maps to enable them to re-tell stories, paying attention to the writer's use of words.</p>	<p>During KS2 teaching comprehension skills should become the focus, taking precedence over word reading and fluency.</p> <p>Word reading should support development of vocabulary.</p>			
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	<p>such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p>						
<p>Comparing, Contrasting and Commenting</p>	<p>Respond to what they hear with relevant comments.</p> <p>Demonstrate understanding when talking to others about what they have read.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p>	<p>Through discussion, develop pleasure in reading and a motivation to read.</p> <p>To listen to and talk about fiction, non-fiction and poetry texts at a level beyond that at which they can read independently.</p> <p>To make links between their own experiences and their</p>	<p>To listen to and talk about fiction, non-fiction and poetry texts at a level beyond that at which they can read independently.</p> <p>Express their views about books and other texts that they are reading independently.</p> <p>Re-tell, using story maps, a wide range of stories to</p>	<p>To listen to and discuss a variety of texts, including fiction, poetry, plays, non-fiction and reference books.</p> <p>Develop vocabulary of reading when talking about texts to include character, setting, storyline/plot.</p>	<p>To listen to, discuss and compare a variety of texts, including fiction, poetry, plays, non-fiction and reference books.</p> <p>To read for different purposes and talk about writers.</p> <p>To talk about themes and recognize that there are common</p>	<p>To read a range of genres and be able to identify the characteristics of the text types. This will include fiction, poetry, plays, non-fiction and reference/textbooks, myths, legends and traditional stories, modern fiction and fiction from the literary heritage and books from other cultures and traditions.</p> <p>Participate in discussions about books that they</p>	<p>To read for pleasure, discussing, comparing, and evaluating across a range of genre. This should include: myths, legends, traditional stories, modern fiction, literary heritage and books from other cultures.</p> <p>To further develop their exploration of themes to include more</p>

		<p>reading.</p> <p>To re-tell stories using story map prompts.</p> <p>Take part in discussions about what they are reading, taking turns and listening.</p> <p>Talk about titles and events in stories and other text types.</p> <p>To explore key stories, fairy stories and traditional tales and re-tell them.</p>	<p>include, fairytales and traditional tales.</p> <p>To discuss the sequence of events in books and also information texts.</p> <p>To recognize simple patterns and repetitions in stories and poetry.</p> <p>To answer questions about texts and be able to ask their own questions to further understanding of what they have read.</p>	<p>Develop a positive attitude to reading and an enjoyment exploring fiction, non-fiction, poetry and non-fiction texts.</p>	<p>conventions across genres.</p> <p>To talk about authorial style in relation to common themes – like the triumph of good over evil. Using talk for writing texts children understand that there are narrative types – journey tale, wishing tale, outsiders tale etc</p>	<p>read independently and those that are read to them. In discussions, listen to the point of view of others' and make considered contributions of their own.</p> <p>To identify the main ideas in a range of texts and be able to summarise these.</p> <p>To recommend texts to their peers based on personal preferences and be able to express reasons for their choices.</p>	<p>challenging ideas such as loss or heroism.</p> <p>To explain what they have understood in their reading through debates, presentations, hot-seating, role-playing, story mapping and re-telling.</p> <p>To listen and act on guidance given when presenting ideas orally.</p> <p>Summarise.</p> <p>To explore the use of fact and opinion in texts.</p>
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			To make links between the text they are reading and other texts they have read in class or independently.	To explore an increasing range of genre including fairy stories, and myths and legends.	In non-fiction, features such as use of first person in diaries and letters, numbering or bullet point lists in instructions, headings and sub-headings show the authorial intent.		To compare characters, settings and themes within a text and across more than one text.
Words in Context and Authorial Choice	Discuss word meanings and link new meanings to those already known.	To talk about new word meanings and make links to those already known.	To discuss and clarify the meaning of words linking new meanings to words already understood. To discuss favourite words or phrases in their reading.	To discuss the writer's choice of words and consider the effect of that choice in context. To check that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.	Talk about words used by the writer that really capture the interest of the reader.	Talk about words used by the writer that really capture the interest of the reader. This will extend to more figurative language and devices. To evaluate the writer's use of language and explain how it creates an effect.	To analyse and evaluate the use of language, including figurative language and how it is used for effect. To be able to include terminology such as metaphor, simile, imagery, style, effect and analogy.

Inference and Prediction	Anticipate key events in rhymes and stories.	<p>To make predictions using information read so far.</p> <p>To make very simple inferences.</p>	<p>To make predictions using information read so far in a text.</p> <p>Looking at what is being said and done in a text, make inferences.</p>	<p>To be able to justify predictions using evidence from the text.</p> <p>To be able to make simple inferences, answering questions based on characters' feelings, thoughts and motives.</p>	<p>To justify predictions from the details given in reading so far. These may be literal or more implied details.</p> <p>To be able to make simple inferences, answering questions based on characters' feelings, thoughts and motives. Views are supported with evidence from the text.</p>	<p>To make predictions based on details that are both stated and implied, justifying them in detail with evidence from the text.</p> <p>To make inferences about characters' feelings, thoughts and motives.</p>	<p>To be able to discuss how characters change and develop throughout a novel, by drawing inferences.</p> <p>To consider different viewpoints on the same event – real or fictional.</p>
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<p>Poetry and Performance</p>	<p>Listen to and join in with poems.</p> <p>Enjoy rhyming and rhythmic activities.</p> <p>Show awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Join in with repeated refrains.</p>	<p>To recite simple poems by heart.</p> <p>Through reciting and performance, develop pleasure in reading and a motivation to read.</p>	<p>Use some intonation and appropriate use of voice, to recite some poems.</p> <p>Learn some poems to recite by heart.</p>	<p>Show an awareness of an audience by reading and performing poems and play scripts aloud.</p> <p>When reading aloud, begin to show an awareness of an audience by using appropriate volume and intonation.</p>	<p>To prepare poems and playscripts for performance using appropriate intonation, tone, volume and action, showing awareness of the audience.</p> <p>To understand that poetry takes different form, like narrative poetry or free verse.</p>	<p>To prepare poems and playscripts for performance using appropriate intonation, tone, volume and action, showing awareness of the audience.</p> <p>To understand that poetry takes different form, like narrative poetry or free verse.</p>	<p>To confidently perform texts, using a wide range of devices to engage the audience.</p> <p>To be able to recite these poems by heart.</p>
<p>Non-Fiction</p>	<p>Know that information can be retrieved from books and computers.</p>	<p>To explore some non-fiction texts especially in relation to the broader curriculum.</p>	<p>To recognize that non-fiction books are structured differently to fiction.</p>	<p>To develop skills in reading and recording information from non-fiction texts.</p>	<p>To use dictionaries to check the meaning of words.</p>	<p>To use knowledge of texts and their organizational devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To use knowledge of texts and their organizational devices to retrieve, record and discuss information from fiction and</p>

		<p>Through exploration of non-fiction texts, develop pleasure in reading and a motivation to read.</p>	<p>To be introduced to non-fiction texts that are structured in different ways.</p>		<p>To identify and use the organizational devices in a non-fiction text, to be able to retrieve, record and discuss information.</p>		<p>non-fiction texts. Furthermore, to use this to present their own information.</p> <p>To use non-fiction materials to discover information across the curriculum to support their learning, e.g. Science, History, Geography.</p> <p>Or, prior to trips, reading websites or information leaflets about the place they are visiting. Relevance and use of retrieval and recording.</p>
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