

Progression of Skills in Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading - Phonics And Decoding	<ul style="list-style-type: none"> developing phonological awareness to spot and suggest rhymes developing phonological awareness to recognise words with the same initial sound reads individual letters by saying the sounds for them blend sounds into words- to read short words made up of known letter-sound correspondences read some letter groups that each represent one sound and say the sounds for them read simple phrases and sentences made up of words with known letter-sound correspondences reads aloud simple sentences and books that are consistent with phonic knowledge say a sound for each letter in the alphabet and know at least 10 digraphs 	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes for all 40+ phonemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read words containing taught GPCs read words containing -s, -es, -ing, -ed, -er and -est endings read words with contractions, e.g. I'm, I'll, we'll 	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for grapheme read accurately words of two or more syllables read most words containing common suffixes 	<ul style="list-style-type: none"> use phonic knowledge to decode quickly and accurately (may still need support to read longer words) apply their growing knowledge of root words and prefixes including in- im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud 	<ul style="list-style-type: none"> read most words fluently, attempting to decode and unfamiliar words with increasing speed and skill apply knowledge of root words, prefixes and suffixes/ word endings to read aloud fluently 	<ul style="list-style-type: none"> read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognizing their meaning through contextual cues apply growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/- ancy, -ent/- ence/- ency, -able/- ably and -ible/ibly, to read aloud fluently 	<ul style="list-style-type: none"> read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/ word endings decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
Word Reading - Common Exception Words	<ul style="list-style-type: none"> reading read a few common exception words matched to the school's phonic programme 	<ul style="list-style-type: none"> read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words 	<ul style="list-style-type: none"> read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> beginning to read Y3/Y4 exception words 	<ul style="list-style-type: none"> read all Y3/Y4 exception words, discussing unusual correspondences between the spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> read most Y5/Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word. 	
Word Reading - Fluency	<ul style="list-style-type: none"> Understands that print has meaning Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> accurately reading texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words 	<ul style="list-style-type: none"> read aloud books (closely matched to their improving phonic knowledge), sound out unfamiliar words accurately, automatically and without undue hesitation 	<ul style="list-style-type: none"> children are exposed to fluency activities appropriate to both age and expectations in every lesson 			

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	<ul style="list-style-type: none"> Understands the names of the different parts of a book Understands page sequencing Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words 	<ul style="list-style-type: none"> re-reading texts to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> re-read books to build up fluency and confidence in word reading read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute, in age-appropriate texts 				
<p>Comprehension – understanding and correcting inaccuracies</p>	<ul style="list-style-type: none"> engages in extended conversations about stories, learning new vocabulary re-reads books to build up confidence in word reading, fluency, understanding and enjoyment Anticipates, where appropriate, key events in stories Demonstrates an understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 	<ul style="list-style-type: none"> Checking that a text makes sense to them as they read, self-correcting 	<ul style="list-style-type: none"> Showing understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read, correcting inaccurate reading 				
<p>Comprehension – comparing, contrasting and commenting</p>		<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 linking what they read or heard to their own experiences retelling familiar stories in increasing detail joining in with discussions about a text, taking turns and 	<ul style="list-style-type: none"> participating in discussions about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 	<ul style="list-style-type: none"> recognising, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books using appropriate terminology when discussing texts (plot, character, setting) beginning to identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> discussing and comparing texts from a wide variety of genres and writers reading for a range of purposes identifying themes and conventions in a wide range of books referring to authorial style, overall themes (e.g. triumph over evil) and features (e.g. greeting in letters, a diary written in the first person or 	<ul style="list-style-type: none"> reading a wide range of genres, identifying the characteristics of text types (such as the using of the first person in writing diaries and autobiographies) and differences between text types participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas 	<ul style="list-style-type: none"> reading for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and traditions recognising more complex themes in what they are

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		<p>listening to what others are saying</p> <ul style="list-style-type: none"> discussing the significance of the title and events 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related recognising simple recurring literary language in stories and poetry asking and answering questions predicting what might happen on the basis of what has been read so far Making links between the text 		<p>the using of presentational devices such as numbering and headings)</p> <ul style="list-style-type: none"> identifying how language, structure and presentation contribute to meaning identifying main ideas drawn from more than one paragraph and summarising these 	<p>and challenging views courteously</p> <ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these recommending texts to peers based on personal choice 	<p>reading (such as loss or heroism)</p> <ul style="list-style-type: none"> explaining and discussing their understanding of what they have read listening to feedback on the quality of their explanations and discussions, making improvements when participating in discussions drawing out key information and summarising the main idea in a text distinguishing independently between statements of fact and opinion, providing reasoned justifications for their views comparing characters, settings and themes within a text across more than one text
Comprehension – inference and prediction		<ul style="list-style-type: none"> beginning to make simple inferences predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far in a text 	<ul style="list-style-type: none"> asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives justifying predictions using evidence from the text 	<ul style="list-style-type: none"> drawing inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text justifying predictions from details stated and implied 	<ul style="list-style-type: none"> drawing inferences from characters' feelings, thoughts and motives making predictions based on details stated and implied, justifying them in detail with evidence from the text 	<ul style="list-style-type: none"> considering different accounts of the same event, discussing viewpoints, both of authors and of fictional characters discussing how characters change and develop through texts by drawing inferences based on indirect clues
Poetry and performance		<ul style="list-style-type: none"> reciting simple poems by heart 	<ul style="list-style-type: none"> continuing the build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear 	<ul style="list-style-type: none"> preparing and performing poems and play scripts, showing some awareness of the audience when reading aloud beginning to use appropriate intonation and volume when reading aloud 	<ul style="list-style-type: none"> recognising and discussing some different forms of poetry e.g. free verse or narrative poetry preparing and performing poems and play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud 	<ul style="list-style-type: none"> continually showing an awareness of audience when reading aloud using intonation, tone, volume and action 	<ul style="list-style-type: none"> confidently performing texts (including poems learnt by heart) using a wide range of devices engaging the audience and for effect
Non-Fiction			<ul style="list-style-type: none"> recognising that non-fiction books are often structured in different ways 	<ul style="list-style-type: none"> retrieving and recording information from non-fiction texts 	<ul style="list-style-type: none"> using all of the organisational devices available within non-fiction 	<ul style="list-style-type: none"> using knowledge of texts and organisational devices, retrieving, recording 	<ul style="list-style-type: none"> retrieving, recording and presenting information from non-fiction texts

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					<p>texts, retrieving, recording and discussing information</p> <ul style="list-style-type: none"> • using dictionaries, checking the meaning of words that they have read 	<p>and discussing information from fiction and non-fiction texts</p>	<ul style="list-style-type: none"> • using non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review
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