



## Progression of Skills - Reading



	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Meaning (decoding)	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>-Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read words with contractions [for example,</p>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far</p> <p>Read words containing common suffixes</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>	<p>Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud.</p> <p>Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary.</p> <p>Explain the meaning of words based on the context, using a dictionary where appropriate.</p>	<p>Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words.</p> <p>Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary.</p> <p>Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.</p>	<p>Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words.</p> <p>Use dictionaries to check the meaning of words that they have read, including figurative language</p>	<p>Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.</p> <p>Use dictionaries to check the meaning of words that they have read and analyse the meaning of words, including figurative language, and consider the impact of language on the reader.</p>

		I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)					
Comprehension – Clarify	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p>	<p>Check they understand both the books they can already read accurately and fluently, and those they listen to</p> <p>Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.</p> <p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Discuss word meanings, linking new meanings to those already known</p>	<p>Understand age appropriate texts they can already read accurately and fluently, and those they listen to</p> <p>Draw on what they already know or on background information and vocabulary, provided by the teacher</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.</p> <p>Use the context/ grammar of the sentence to decipher new or unfamiliar words</p> <p>Identify or provide own synonyms for specific words within the text</p>	<p>Ask simple questions to improve their understanding of a text</p> <p>Explain the meaning of words based on the context, using a dictionary where appropriate.</p> <p>Use a range of known strategies appropriately to establish meaning in books that can be read independently</p> <p>Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary.</p>	<p>Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.</p> <p>Check that texts make sense to them, confidently explaining their understanding and word meanings.</p> <p>Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.</p> <p>Identify morals and messages in a story</p>	<p>Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views.</p> <p>Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings.</p>	<p>Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.</p> <p>Check that longer, more complicated texts make sense to them, presenting their understanding in different ways.</p>
Comprehension – Summarise	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (LIT)</p>	<p>Recall the main points of a narrative in the correct sequence</p>	<p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p> <p>Discuss the sequence of events in books and how items of information are related</p>	<p>Show understanding of the main points drawn from one paragraph</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p>	<p>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p>	<p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</p>
Comprehension – select and retrieve		<p>Participate in discussion about what is read to them, taking turns and</p>	<p>Answer questions</p> <p>Ask questions</p>	<p>Uses text features to locate information e.g. contents, indices, subheadings</p>	<p>Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding</p>	<p>Retrieve, record and present a range of relevant information from fiction and non-fiction</p>	<p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and</p>

		<p>listening to what others say</p> <p>Find key points in a story or some key facts from an information text</p>	<p>Extract information from the text and discuss orally with reference to the text</p> <p>Understand how to use alphabetically ordered texts to retrieve information</p>	<p>Locate and retrieve information using skimming, scanning and text marking</p> <p>Begin to recognise fact and opinion</p> <p>Identify key details in a text in response to a retrieval question or research task.</p> <p>Extract information and make notes</p>	<p>on an appropriate level of detail for their purpose.</p> <p>Recognise and distinguish between fact and opinion</p>	<p>texts, focusing on the evidence from the text.</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> <p>Extract information and make notes using quotations and reference to the text</p>	<p>reference to the text using own words</p> <p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers and justify them with targeted, detailed evidence and extended written response</p>
Comprehension – respond and explain	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (speaking)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences</p> <p>Ask questions and express opinions about main events and characters in stories</p> <p>Explain clearly their understanding of what is read to them</p> <p>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>	<p>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks</p> <p>Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. covered</p> <p>Begin to use vocabulary from the text to support responses and explanations</p> <p>Use specific vocabulary and ideas expressed in the text to support own views</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.</p> <p>Use specific vocabulary, and ideas expressed in the text, to support own responses</p>	<p>Recommend books that they have read, giving reasons for their choices</p> <p>Discuss books that are read to them and those they can read for themselves, building on their own and others’ ideas supporting their views with evidence</p> <p>Develop their answers reasoned justifications for their views</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Identify and explain the author’s point of view with reference to the text</p>	<p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously constructively.</p> <p>Provide reasoned justifications for their views</p> <p>Evaluate how successfully the organisation of a text supports the writer’s purpose</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
.Inference	<p>Talk about the pictures in the story books and use them to discuss how characters might be feeling</p>	<p>Make simple inferences on the basis of what is being said and done</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Make simple inferences about characters’ thoughts and feelings and reasons for actions</p>	<p>Draw plausible inferences, often supported through reference to the text</p> <p>Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions</p>	<p>Draw sound inferences, supported through reference to the text</p> <p>Draw inferences such as inferring characters’ feelings, thoughts and motives of main characters from their actions, and</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Make links between the authors’ use of language and the inferences drawn</p>	<p>Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with targeted evidence, well developed extended written response (Point, Evidence, Explain)</p>

				Justify inferences with evidence	justifying inferences with evidence  Infer underlying themes and ideas		Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative
Prediction	Anticipate – where appropriate – key events in stories (Lit)	Predict what might happen from what has been read so far	Make plausible predictions about what might happen from what has been read so far	Make increasingly plausible predictions based on details stated in the text and their wider knowledge	Predict what might happen from details stated and implied and give some examples	Give evidence from more challenging texts to support their predictions, relying mainly on stated and implied details.	Predict what might happen from details stated and implied by referring to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)
Language for effect	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (LIT)	Recognise and join in with predictable phrases  Identify how repetitive patterns, words and phrases aid their enjoyment of the text  Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)	Recognise simple recurring literary language in stories and poetry  Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)  Discuss favourite words and phrases  Identify how vocabulary choice affects meaning	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest.  Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3 /4 writing National Curriculum)	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.  Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader  Show understanding through intonation, tone, volume and action when performing poems and playscripts  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)	Discuss and evaluate the writer’s use of language, structure and presentation in a range of texts, and how these contribute to meaning, intended impact and effect.  Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear.  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)	Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.  Show understanding through intonation, tone and volume so that meaning is clear to an audience showing an awareness  Evaluate how authors use language, including figurative language, considering the impact on the reader  Compare and discuss accounts of the same event through different character viewpoints  Explore a similar theme or topic written in a different genre  Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)

Themes and conventions		<p>Become very familiar with key stories, fairy stories and traditional tales</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss the significance of the title and events</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them</p> <p>Understand the difference between fiction and non-fiction</p> <p>Can seek out books around a simple theme or topic</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Read non-fiction books that are structured in different ways</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>	<p>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</p> <p>Identify and name presentational devices in non-fiction</p> <p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p> <p>Can explore and discuss underlying themes and ideas</p>	<p>Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Identify how a range of presentational devices guide the reader in non-fiction</p> <p>Identify features that characterise books set in different cultures or historical settings</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Make links between texts and to the wider world</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify how presentational and organisational choices vary according to the form and purpose of the writing</p> <p>Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors</p> <p>Make comparisons within and across books</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</p> <p>Make comparisons within and across books</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</p> <p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</p>
Range of reading	Listen to stories, non-fiction, rhymes and poems	Listen to, discuss and express views about a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express 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	Read books that are structured in different ways and show some awareness of the various purposes for reading	<p>Develop a positive attitude to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• Listening to and discussing a 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> </ul>	Read books that are structured in different ways and read for a range of purposes including	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.

					<ul style="list-style-type: none"> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths, legends and retelling some of these orally</li> </ul>		
Non-fiction	Listen to non-fiction	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	To be introduced to non-fiction books that are structured in different ways	Identify key details in a non-fiction text in response to a retrieval question or research task.	Retrieve, record and present information from non-fiction deciding on an appropriate level of detail for their purpose.	Retrieve, record and present information from non-fiction distinguishing between statements of fact and opinion	Retrieve, record and present information from non-fiction distinguishing between statements of fact and opinion, providing detailed reasons for their views and answers
Poetry and Performance	<p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear. covered	<p>Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies.</p> <p>Recognise some different forms of poetry</p>	<p>Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action.</p> <p>Recognise some different forms of poetry – free verse, narrative poetry</p>	<p>Learn a wide range of poetry by heart</p> <p>Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear.</p>	<p>Learn a wide range of poetry by heart</p> <p>Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.</p>