



Progression of Skills - Reading

Skills	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Identify the taught GPCs from the Initial Code (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common exception/ high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>Apply phonic knowledge from Initial and Extended Code, to decode words.</p> <p>Read aloud phonically decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning including what a pronoun is.</p> <p>Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear).</p> <p>Read polysyllabic words containing</p>	<p>Apply phonic knowledge from Initial and Extended Code, to decode words until automatic and reading is fluent.</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly).</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read Year 2 common exception words, noting unusual correspondences. Read aloud books matched to phonic knowledge by</p>	<p>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 they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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 they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p>	<p>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.</p>



		<p>taught GPCs read common suffixes (–s, –es, –ing, –ed, –er and –est).</p> <p>Read contractions and understand that the apostrophe represents the omitted letter(s).</p> <p>Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra).</p>	<p>sounding out unfamiliar words automatically.</p> <p>Read polysyllabic words containing above graphemes.</p> <p>Read most words quickly & accurately without overt sounding and blending.</p>				
<p>Positive Attitudes to Reading and Familiarity with Texts</p>	<p>Talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and poetry, making suggestions for actions and events (images and text).</p> <p>Talk about and respond with questions to non-fiction books; recalling</p>	<p>Listen to and discuss a wide range of stories and non-fiction at a level beyond which they can read independently.</p> <p>Link what they read or hear to their own experiences.</p> <p>Recognise and join in with predictable phrases.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their</p>	<p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how information is related.</p> <p>Be introduced to non-fiction books that are structured in different ways.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increased familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally.</p> <p>Begin to identify themes and conventions in and across a wide range of books.</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increased familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally.</p> <p>Identify themes and conventions in and across a wide range of books.</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increased 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.</p> <p>Identify and discuss themes and conventions in and</p>	<p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Increased 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.</p> <p>Identify and discuss themes and conventions in and</p>



	some facts with increasing explanation and vocabulary in response to questions.	particular characteristics.				across a wide range of writing.	across a wide range of writing.
Poetry	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Learn 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.	Learn 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.
Word Meaning and Vocabulary	Talk about elements of a topic using newly introduced vocabulary (C&L)	Discuss word meanings and link new meanings to words already known.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases.	Explain the meaning of words in context. Use dictionaries to check the meaning of words that they have read.	Explain the meaning of words in context. Use dictionaries to check the meaning of words that they have read.	Explain the meaning of words in context. Use dictionaries to check the meaning of words that they have read.	Explain the meaning of words in context. Use dictionaries to check the meaning of words that they have read.
Inference	Begin to interpret stories, rhymes and poetry, making suggestions for actions and events.	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done. Answer and ask questions.	Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions. Justify inferences with evidence.	Draw inferences such as inferring characters' feelings, thoughts, and motives from their actions. Justify inferences with evidence.



<p>Predict</p>	<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Predict what might happen from details stated and implied.</p>
<p>Explain/ Understanding</p>	<p>Understand how to listen carefully.</p> <p>Respond to stories (rhymes and songs) with actions, relevant comments, questions, recalling key events.</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Make links between a current book and those already read check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Check that the text makes sense to them and discuss their understanding using evidence from the text.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify morals and messages in a story.</p>	<p>Check that the text makes sense to them and discuss their understanding using evidence from the text.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify morals and messages in a story.</p>	<p>Explain how information/narrative content is related and contributes to meaning as a whole.</p> <p>Identify and explain how meaning is enhanced through a choice of words or phrases.</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>Ask questions to improve their understanding.</p>	<p>Explain how information/narrative content is related and contributes to meaning as a whole.</p> <p>Identify and explain how meaning is enhanced through a choice of words or phrases.</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>Ask questions to improve their understanding.</p>



<p>Retrieve (Non-Fiction)</p>	<p>Talk about and respond with questions to non-fiction books, recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books.</p>	<p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Answer simple retrieval questions about a text and find evidence to support answers.</p>	<p>Be introduced to non-fiction books that are structured in different ways.</p>	<p>Retrieve and record information from non-fiction texts.</p> <p>Identify key details from fiction texts.</p>	<p>Retrieve and record information from non-fiction texts.</p> <p>Identify key details from fiction texts.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Identify key details from fiction texts.</p> <p>Distinguish between fact and opinion.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Identify key details from fiction texts.</p> <p>Distinguish between fact and opinion.</p>
<p>Sequence/ Summarise</p>	<p>Retell familiar stories in the correct sequence.</p>	<p>Retell familiar stories in the correct sequence.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p>
<p>Authorial Intent & Reading Discussion</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry, recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>Begin to interpret stories, rhymes and</p>	<p>Participate in discussion about what is read to them by taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by 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>Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.</p> <p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussion about both</p>	<p>Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning.</p> <p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussion about both</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p> <p>Recommend books that they have read to their peers and giving reasons for their choices.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p> <p>Recommend books that they have read to their peers and giving reasons for their choices.</p>



	<p>poetry, making suggestions for actions and events.</p> <p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>			<p>books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>books that are read to them and those they can read for themselves by taking turns and listening to what others say.</p>	<p>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.</p> <p>Provide reasoned justifications for their views.</p>	<p>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.</p> <p>Provide reasoned justifications for their views.</p>
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