



Progression of Skills - Reading

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





		taught GPCs read	sounding out				
		common suffixes (–s, –	unfamiliar words				
		es, –ing, –ed, –er and –	automatically.				
		est).					
			Read polysyllabic				
		Read contractions and	words containing				
		understand that the	above graphemes.				
		apostrophe represents					
		the omitted letter(s).	Read most words				
			quickly & accurately				
		Read accurately by	without overt				
		blending taught GPCs	sounding and				
		develop some fluency	blending.				
		and expression,					
		pausing at full stops					
		(extra).					
Positive	Talk about and	Listen to and discuss a	Become increasingly	Read books that are	Read books that are	Read books that are	Read books that are
Attitudes to	respond to stories,	wide range of stories	familiar with and retell	structured in different	structured in different	structured in different	structured in different
Reading and	rhymes and poetry,	and non-fiction at a	a wider range of	ways and read for a	ways and read for a	ways and read for a	ways and read for a
Familiarity	recalling, sequencing	level beyond which	stories, fairy stories	range of purposes.	range of purposes.	range of purposes.	range of purposes.
with Texts	and anticipating key	they can read	and traditional tales.				
	events some as exact	independently.		Increased familiarity	Increased familiarity	Increased familiarity	
	repetition and some in		Discuss the sequence	with a wide range of	with a wide range of	with a wide range of	Increased familiarity
	their own words.	Link what they read or	of events in books and	books, including fairy	books, including fairy	books, including	with a wide range of
		hear to their own	how information is	stories, myths, and	stories, myths, and	myths, legends and	books, including
	Begin to interpret	experiences.	related.	legends, and retell	legends, and retell	traditional stories,	myths, legends and
	stories, rhymes and		5	some of these orally.	some of these orally.	modern fiction, fiction	traditional stories,
	poetry, making	Recognise and join in	Be introduced to non-	Danis to identify	I de maife cale con en en el	from our literary	modern fiction, fiction
	suggestions for actions	with predictable	fiction books that are	Begin to identify	Identify themes and	heritage, and books	from our literary
		piliases.					
	מווט נפגנן.	Pocomo voru familiar	ways.			and traditions.	
	Talk about and	=	Recognice cimple	_	DOURS.	Identify and discuss	and traditions.
				DOOKS.		-	Identify and discuss
	· •						-
	•					Conventions in and	
	and events (images and text). Talk about and respond with questions to non-fiction books; recalling	phrases. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their	structured in different ways. Recognise simple recurring literary language in stories and poetry.	themes and conventions in and across a wide range of books.	conventions in and across a wide range of books.	from other cultures and traditions. Identify and discuss themes and conventions in and	heritage, and books from other cultures and traditions. Identify and discuss themes and conventions in and





	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.





re rh re an ev	alk about and espond to stories, hymes and poetry; ecalling, sequencing nd anticipating key vents some as exact	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
th	epetition and some in heir own words.						
Explain/ Understanding lis Re (rh wi co re Ta a t int an se ra to	Inderstand how to sten carefully. Respond to stories rhymes and songs) with actions, relevant omments, questions, ecalling key events. Falk about elements of topic using newly introduced vocabulary ind extending entences using a lange of conjunctions to offer extra explanation and detail.	Draw on what they already know or on background information and vocabulary provided by the teacher. Be encouraged to link what they read or hear read to their own experiences. Check that the text makes sense to them as they read and correct inaccurate reading.	Draw on what they already know or on background information and vocabulary provided by the teacher. 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.	Check that the text makes sense to them and discuss their understanding using evidence from the text. Ask questions to improve their understanding of a text. Identify morals and messages in a story.	Check that the text makes sense to them and discuss their understanding using evidence from the text. Ask questions to improve their understanding of a text. Identify morals and messages in a story.	Explain how information/narrative content is related and contributes to meaning as a whole. Identify and explain how meaning is enhanced through a choice of words or phrases. 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. Ask questions to improve their understanding.	Explain how information/narrative content is related and contributes to meaning as a whole. Identify and explain how meaning is enhanced through a choice of words or phrases. 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. Ask questions to improve their understanding.





Retrieve	Talk about and	Listen to and discuss a	Be introduced to non-	Retrieve and record	Retrieve and record	Retrieve, record and	Retrieve, record and
(Non-Fiction)	respond with	wide range of non-	fiction books that are	information from non-	information from non-	present information	present information
	questions to non-	fiction at a level	structured in different	fiction texts.	fiction texts.	from non-fiction texts.	from non-fiction texts.
	fiction books, recalling	beyond that at which	ways.				
	some facts with	they can read		Identify key details	Identify key details	Identify key details	Identify key details
	increasing explanation	independently.		from fiction texts.	from fiction texts.	from fiction texts.	from fiction texts.
	and vocabulary in						
	response to questions.	Answer simple				Distinguish between	Distinguish between
		retrieval questions				fact and opinion.	fact and opinion.
	Know and explain	about a text and find					
	some differences	evidence to support					
	between fiction and	answers.					
C/	non-fiction books.	Datall familian atania	Diament de la companya	(danath marin ideas	1-1	Communication and a section	Commendate the constru
Sequence/ Summarise	Retell familiar stories	Retell familiar stories in the correct	Discuss the sequence of events in books and	Identify main ideas drawn from more than	Identify main ideas drawn from more than	Summarise the main	Summarise the main
Summarise	in the correct		how items of			ideas drawn from more than one	ideas drawn from more than one
	sequence.	sequence.	information are	one paragraph and summarise these.	one paragraph and summarise these.	paragraph, identifying	
			related.	Summarise these.	Summarise these.	key details to support	paragraph, identifying key details to support
			Telateu.			the main ideas.	the main ideas.
Authorial Intent	Talk about and	Participate in	Participate in	Discuss words and	Discuss words and	Identify how language,	Identify how language,
& Reading	respond to stories	discussion about what	discussion about	phrases that capture	phrases that capture	structure and	structure and
Discussion	(rhymes and songs)	is read to them by	books, poems & other	the reader's interest	the reader's interest	presentation	presentation
Discussion	with actions, relevant	taking turns and	works that are read to	and imagination	and imagination	contribute to meaning.	contribute to meaning.
	comments, questions.	listening to what	them & those that	identify how language,	identify how language,		continuate to meaning.
	, , , , , , , , , , , , , , , , , , , ,	others say.	they can read for	structure, and	structure, and	Discuss and evaluate	Discuss and evaluate
	Talk about and	,	themselves by taking	presentation	presentation	how authors use	how authors use
	respond to stories,	Explain clearly their	turns and listening to	contribute to meaning.	contribute to meaning.	language, including	language, including
	rhymes and poetry,	understanding of what	what others say.			figurative language	figurative language
	recalling, sequencing	is read to them		Recommend books	Recommend books	and consider the	and consider the
	and anticipating key		Explain and discuss	that they have read to	that they have read to	impact on the reader.	impact on the reader.
	events some as exact		their understanding of	their peers and giving	their peers and giving		
	repetition and some in		books, poems and	reasons for their	reasons for their	Recommend books	Recommend books
	their own words.		other material, both	choices.	choices.	that they have read to	that they have read to
			those that they listen			their peers and giving	their peers and giving
	Begin to interpret		to and those that they	Participate in	Participate in	reasons for their	reasons for their
	stories, rhymes and		read for themselves	discussion about both	discussion about both	choices.	choices.





poetry, making		books that are read to	books that are read to	Participate in	Participate in
suggestions for actions		them and those they	them and those they	discussions about	discussions about
and events.		can read for	can read for	books, building on	books, building on
		themselves by taking	themselves by taking	their own and others'	their own and others'
Talk about and		turns and listening to	turns and listening to	ideas and challenging	ideas and challenging
respond with		what others say.	what others say.	views courteously	views courteously
questions to non-				explain and discuss	explain and discuss
fiction books; recalling				their understanding of	their understanding of
some facts with				what they have read,	what they have read,
increasing explanation				including through	including through
and vocabulary in				formal presentations	formal presentations
response to questions.				and debates.	and debates.
				Provide reasoned	Provide reasoned
				justifications for their	justifications for their
				views.	views.