

Progression in Reading Skills

Pre School (3–4)	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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Phonics and Decoding

<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>ELG - Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>Apply phonic knowledge as a route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read words of more than one syllable that contain GPCs. Read words with contractions and understand that the apostrophe represents the missing letter(s).</p>	<p>Independently apply phonic knowledge as a route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending sounds in unfamiliar words, including recognizing alternative sounds for graphemes.</p> <p>Read words of two or more syllables that contain graphemes taught.</p>	<p>Teachers should be aware of and monitoring the progress of pupils who did not pass their phonics retake in Year 2 and should look at the KS1 curriculum objectives for support.</p>			
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Word Reading							
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read word endings including: -s -es, -ing, -ed, -er and -est.</p> <p>Check that the text makes sense to them and start to correct inaccurate reading.</p> <p>Pupils are reading some common exception words for KS1, noting unusual correspondences between spelling and sound where these occur.</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge, only using sounding and blending for unfamiliar words.</p>	<p>Read words containing common suffixes, such as: -ment, -ness, -ful and -ly.</p> <p>Check that the text makes sense to them and correct inaccurate reading.</p> <p>Pupils are reading most common exception words for KS1, noting unusual correspondences between spelling and sound where these occur.</p> <p>Read aloud accurately books that are consistent with their securing phonic knowledge, only using sounding and blending for unfamiliar words and doing so automatically without undue hesitation.</p>	<p>Check that the text makes sense to them and quickly correct inaccurate reading.</p> <p>Pupils are reading some common exception words for LKS2, noting unusual correspondences between spelling and sound where these occur.</p> <p>Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read aloud fluently and accurately books that are consistent with their age, developing some pace and rhythm.</p>	<p>Check that the text makes sense to them and quickly correct inaccurate reading by making comparisons to their wider reading experiences.</p> <p>Pupils are reading most common exception words for LKS2, noting unusual correspondences between spelling and sound where these occur.</p> <p>Apply their developing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to understand the meaning of read aloud and to new words they meet.</p> <p>Read aloud fluently and accurately books that are consistent with their age developing pace and rhythm that starts to recognise punctuation.</p>	<p>Pupils are reading some common exception words for UKS2, noting unusual correspondences between spelling and sound where these occur.</p> <p>Apply their secure knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Pupils are reading some common exception words for UKS2, noting unusual correspondences between spelling and sound where these occur.</p> <p>Apply their secure knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read aloud fluently and accurately</p>	<p>Pupils are reading most common exception words for UKS2, noting unusual correspondences between spelling and sound where these occur.</p> <p>Apply their confident knowledge of root words, knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read aloud fluently and accurately books that are consistent with their age, with a confident pace and rhythm that acknowledges punctuation and is delivered to an audience.</p>

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						books that are consistent with their age, with a confident pace and rhythm that acknowledges punctuation.	

Breadth, Discussion and Attitudes to Reading

		<p>Develop pleasure in reading and motivation to read by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which they can read independently.</p> <p>Start to compare the types of texts they are exposed to (both read and listened to).</p> <p>Start to link their understanding of texts (both read and listened to) to their own experiences.</p> <p>Learn to appreciate poems and rhymes by reciting age appropriate ones by heart.</p>	<p>Continue to develop pleasure in reading and motivation to read by listening to and discussing a wider range of poems, stories and non-fiction at a level beyond that which they can read independently.</p> <p>Draw more comparisons between their growing range of texts and explain</p> <p>Link their own experiences, previous learning and Background information provided to texts (both read and listened to).them.</p> <p>Learn to appreciate poems and rhymes by reciting and performing age appropriate ones by heart.</p>	<p>Develop positive attitudes to reading by listening to and discussing a wider range of fiction, poetry, non-fiction, plays, reference books or textbooks.</p> <p>Read for a range of purposes and start to identify structural differences within the range of texts they read.</p> <p>Continue to link their own experiences, previous learning and background information provided to texts (both read and listened to).</p> <p>Prepare poems and playscripts to read aloud and perform, starting to show understanding through intonation, tone, volume and action.</p> <p>Begin to recognise some different forms of poetry.</p>	<p>Continue to develop positive attitudes to reading by listening to, discussing and evaluating a wider range of fiction, poetry, non-fiction, plays, reference books or textbooks.</p> <p>Read for a wide range of purposes and identify and compare structural differences within the range of texts they read.</p> <p>Prepare poems and playscripts to remember, read aloud and perform, increasingly showing understanding through intonation, tone, volume and action.</p> <p>Recognise different forms and structures of poetry.</p>	<p>Maintain positive attitudes to reading by continuing to read, listen to, discuss (with courteous elements of challenge), evaluate and compare an increasingly wide range of fiction (increasing familiarity with myths, legends, traditional tales, modern fiction, literary heritage and books from other cultures), poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read for a full range of purposes and identify, compare and evaluate structural differences within the range of texts they read.</p> <p>Prepare a wider range of poems and playscripts to remember, read aloud and perform, showing understanding</p>	<p>Continue to maintain positive attitudes to reading by continuing to read, listen to, discuss (with justified courteous elements of challenge), evaluate, compare and suggest an extensive range of fiction (increasing familiarity with myths, legends, traditional tales, modern fiction, literary heritage and books from other cultures), poetry, plays, non-fiction and reference books or textbooks.</p> <p>Continue to read for a full range of purposes and identify, compare, evaluate and suggest structural differences within the range of texts they read.</p> <p>Confidently prepare poems and playscripts to remember, read aloud and perform,</p>
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						<p>through intonation, tone, volume and action so that the meaning is clear to an audience.</p> <p>Confidently recognise different forms and structures of poetry and make comparisons between them.</p>	<p>showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience.</p> <p>Compare this with other remembered poems and performances.</p> <p>Confidently recognise different forms and structures of poetry and make comparisons between them, considering the best style for the content.</p>

Vocabulary

<p>Use a wider range of vocabulary</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Develop vocabulary and understanding by discussing word meanings, linking new meanings to previous knowledge.</p> <p>Pupils use their newly read and understood vocabulary in their own work (spoken and/or written).</p>	<p>Continue to develop vocabulary and understanding by discussing a wider range of word meanings, linking meanings to previous knowledge and their own experiences.</p>	<p>Discuss their understanding and explain the meaning of words.</p> <p>Begin to use dictionaries to check the meaning of words that they have read.</p> <p>Discuss some words and phrases that capture the reader's interest and imagination.</p> <p>Pupils are beginning to identify and discuss misunderstandings of words.</p>	<p>Discuss their understanding and explain the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Pupils are beginning to compare the meaning and use of words to some other texts.</p> <p>Pupils are beginning to compare the meaning and use of words to some other texts.</p>	<p>Discuss their understanding and explain the meaning of more ambitious words in context.</p> <p>Reliably use dictionaries to check the meaning of words that they have read.</p> <p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Discuss their understanding and explain the meaning of ambitious words in a wide range of contexts.</p> <p>Confidently use dictionaries to quickly check the meaning of words that they have read.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
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						<p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Pupils are comparing and beginning to explore the meaning and use of words across a range of texts.</p>	<p>Pupils can explore and compare the meaning and use of words across a wide range of texts.</p>

Inference

	<p>ELG - Anticipate (where appropriate) key events in stories.</p>	<p>Understand both the books they can read and the books they listen to by drawing on what they already know or on background information provided by the teacher</p> <p>Answer and ask simple questions about the texts they read and listen to.</p>	<p>Understand both the books they can read accurately and the books they listen to by making inferences on the basis of what is being said and done.</p> <p>Answer and ask questions about the texts they read and listen to in order to improve understanding.</p>	<p>Understand what they read by drawing simple inferences such as character's feelings, thoughts and motives from their actions and starting to justifying them with evidence.</p> <p>Answer and ask focused questions about the texts they read in order to improve understanding.</p>	<p>Understand what they read by drawing inferences such as character's feelings, thoughts and motives from their actions and justifying them with evidence.</p> <p>Answer and ask focused questions about the texts they read in order to improve and demonstrate understanding.</p>	<p>Understand what they read by drawing more complex inferences such as character's feelings, thoughts and motives from their actions and justifying them with a range of evidence.</p> <p>Answer and ask probing questions about the texts they read in order to improve and demonstrate understanding with examples from the text.</p>	<p>Understand what they read by drawing complex inferences such as character's feelings, thoughts and motives from a combination of their actions and justifying them with a range of quality evidence.</p> <p>Answer and ask a range of probing questions about the texts they read in order to improve and demonstrate understanding with a range of examples from the text.</p>
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						Pupils are beginning to distinguish between statements of fact and opinion.	Pupils can distinguish between statements of fact and opinion.
Predictions							
		Begin to predict what may happen next based upon what has been read so far.	Predict what may happen next based upon what has been read so far and by starting to draw from their wider reading experience.	Begin to predict what might happen from details stated and implied, based on content, simple themes and text types. Give simple reasons for their predictions.	Predict what might happen from details stated and implied, based on more detailed content, a growing range of themes and text types. Explain the reasons for their predictions	Predict what might happen from details stated and implied, based on increasingly challenging texts, a range of themes, knowledge of text conventions and genres Justify their predictions with explanation and evidence from the text.	Predict what might happen from details stated and implied, based on challenging texts, a wide range of themes, knowledge of text conventions and genres and knowledge about the author. Justify their predictions with detailed explanation and a range of evidence from the text.
Explanations							
	ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Participate in discussions about what is read to them and what they read themselves, taking turns to contribute their ideas and to listen to what others say.	Explain and discuss ideas about what is read to them and what they read themselves, taking turns to contribute their ideas clearly and to listen and respond to what others say.	Explain clearly and discuss ideas about what they've read, verbally through formal presentations, debate and discussion, maintaining focus on the topic.	Explain clearly and discuss in detail ideas about what they've read, verbally through formal presentations, debate and discussion on more than one topic. Begin to use notes where necessary.	Explain clearly and concisely and discuss in detail ideas about what they've read, verbally through formal presentations, debate and discussion on multiple topics. Use notes where necessary and start to make links to different subjects and topics.	Explain clearly and concisely and discuss in detail ideas about what they've read, verbally through formal presentations, debate and discussion on multiple topics. Use concise notes where necessary and make links to different subjects and topics.

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		Explain clearly their understanding of what is read to them.	Explain clearly their understanding of what is read to them, comparing it to other texts.	Explain ideas about their reading in written form, providing simple reasoning.	Explain ideas about their reading in written form, providing detailed reasoning, including evidence from the text.	Explain ideas about their reading in written form, providing reasoned justification, including evidence from the text and their wider reader	Explain ideas about their reading in written form, providing reasoned and detailed justification, including a range of evidence from the text and their wider reader.

Retrieval

		Find simple information within a text and share that verbally.	Find information within a text, share that verbally and start to record it in writing.	Retrieve and record information from nonfiction and fiction texts.	Retrieve and record information, by beginning to skim and scan, from non fiction, fiction texts and poetry. Start to apply their knowledge of word meanings, synonyms and antonyms and figurative language to retrieve and record words and phrases	Skim and scan a text to retrieve and record information from nonfiction, fiction texts and poetry, starting to distinguish between the need for detailed or concise responses. Apply their knowledge of word meanings, synonyms and antonyms and figurative language to retrieve and record words and phrases.	Capably skim and scan a text to retrieve and record information from non-fiction, fiction texts and poetry, distinguishing between the need for detailed or concise responses. Confidently and capably apply their knowledge of word meanings, synonyms and antonyms and figurative language to retrieve and record words and phrases.
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Summarise and Sequence

Progression in Reading Skills

Pre School (3–4)	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Pupils are beginning to identify main ideas by summarising/re-telling the key events from a story and identifying the main topic of paragraphs in non-fiction.</p> <p>Pupils can discuss the significance of the title and pictures.</p>	<p>Pupils can identify main ideas by summarising / re-telling the key events from a story and identifying the main topic of paragraphs in nonfiction.</p> <p>Pupils can discuss the significance of the title and pictures by explaining what they reveal to the reader.</p>	<p>Pupils are beginning to identify main ideas and themes drawn from more than one paragraph in a text and summarise them.</p> <p>Pupils are beginning to consider the effect sub-headings, diagrams, layout and other text specific features have upon the reader.</p>	<p>Pupils can identify and sequence main ideas and themes drawn from a broad range of paragraphs in a text and summarise them.</p> <p>Pupils consider the effect subheadings, diagrams, layout and other text specific features have upon the reader.</p>	<p>Pupils can identify, sequence and categorise main ideas and themes drawn from a broad range of paragraphs in a text and summarise them, identifying key details from the text that support them.</p> <p>Pupils can explain the effect subheadings, diagrams, layout and other text specific features have upon the reader and apply this knowledge to their writing.</p>	<p>Pupils can identify, sequence and categorise main ideas and themes drawn from a broad range of paragraphs in a text and summarise them, identifying key details from the text that support them in a range of contexts and genres</p> <p>Pupils can confidently explain the effect sub-headings, diagrams, layout and other text specific features have upon the reader and apply this knowledge to their writing in a range of contexts..</p>