

## Progression of Reading Skills

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>-hears and says the initial sound in words.</li> <li>-can segment the sounds in simple words and blend them together.</li> <li>-links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b>ELG</b>-use their phonic knowledge to decode regular words and read them aloud accurately.</p> <ul style="list-style-type: none"> <li>-read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>-apply phonic knowledge to decode words</li> <li>Speedily reads all 40+ letters/groups for 40+ phonemes</li> <li>-read accurately by blending taught GPC</li> <li>-read common exception words</li> <li>-read common suffixes (-s, -es, -ing, -ed etc)</li> <li>-read multi-syllable words containing taught GPCs</li> <li>-read contractions and understand the use of apostrophe</li> <li>-read aloud phonically-decodable texts that do not require them to use other strategies to work out words.</li> <li>-reread these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>-secure phonic decoding until reading is fluent.</li> <li>-read accurately by blending, including alternative sounds for graphemes.</li> <li>-read multi-syllable words containing these graphemes.</li> <li>-read common suffixes</li> <li>-read exception words, noting unusual correspondences.</li> <li>-read most words quickly and accurately without overt sounding and blending.</li> </ul>	<ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>-read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</li> <li>-read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>-shows an interest in illustrations and print in books and print in the environment.</li> <li>-looks at books independently.</li> <li>-enjoys an increasing range of books.</li> <li>-knows that information can be retrieved from books and computers.</li> </ul> <p><b>ELG</b> – read simple sentences.</p>	<ul style="list-style-type: none"> <li>-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>-being encouraged to link what they read or hear to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>-listening to, discussing and expressing 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.</li> </ul>	<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>	<ul style="list-style-type: none"> <li>-listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> <li>-reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly 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> <li>-making comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>-continuing to read and discuss an increasingly 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> <li>-making comparisons within and across books.</li> </ul>

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<b>Familiarity with Texts</b>	-uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	-becoming very familiar with key-stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -recognising and joining in with predictable phrases.	-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -recognising simple recurring literary language in stories and poetry	-increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally. -identifying themes and conventions in a wide range of books.	-increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -identifying themes and conventions in a wide range of books.	-increasing their 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. -identifying and discussing themes and conventions in and across a wide range of writing.	-increasing their 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. -identifying and discussing themes and conventions in and across a wide range of writing.
<b>Poetry and Performance</b>	-shows an awareness of rhyme and alliteration -Enjoys rhyming and rhythmic activities -Continues a rhyming string.	-learning to appreciate rhymes and poems, -learning to recite some by heart.	-continuing to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -recognising some different forms of poetry	-preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. -recognising some different forms of poetry	-learning 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	-learning 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.
<b>Word Meanings</b>		-discussing word meanings -linking new meanings to those already known.	-discussing and clarifying the meanings of words -linking new meanings to known vocabulary -discussing their favourite words and phrases	-using dictionaries to check the meaning of words that they have read.	-using dictionaries to check the meaning of words that they have read.	-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.	-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.
<b>Understanding</b>	-listens and joins in with stories and poems.  <b>ELG</b> -demonstrate understanding when	-drawing on what they already know or on background information and vocabulary provided by the teacher.	-discussing the sequence of events in books and how items of information are related.	-checking that the text makes sense to them, -discussing their understanding and explaining the	-checking that the text makes sense to them - discussing their understanding and explaining the	-checking that the book makes sense to them -discussing their understanding and exploring the	-checking that the book makes sense to them -discussing their understanding and exploring the meaning of words in context

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	<p>talking with others about what they read.</p> <p>-</p>	<p>-checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>-drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>-checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>meaning of words in context.</p> <p>-asking questions to improve their understanding of a text.</p> <p>-identifying main ideas drawn from more than one paragraph and summarising these.</p>	<p>meaning of words in context.</p> <p>-asking questions to improve their understanding of a text.</p> <p>-identifying main ideas drawn from more than one paragraph and summarising them.</p>	<p>meaning of words in context</p> <p>-asking questions to improve their understanding</p> <p>-summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>-asking questions to improve their understanding</p> <p>-summarising the main ideas drawn from more than one paragraph, identifying key tails to support the main idea.</p>
<b>Inference</b>		<p>-discussing the significance of the title and events</p> <p>-making inferences on the basis of what is being said and done</p>	<p>-making inferences on the basis of what is being said and done.</p> <p>-answering and asking questions.</p>	<p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>
<b>Prediction</b>	<p>-joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>-suggest how a story might end.</p> <p><b>ELG</b> –listen to stories, accurately anticipating key events.</p>	<p>-predicting what might happen on the basis of what has been read so far.</p>	<p>-predicting what might happen on the basis of what has been read so far.</p>	<p>-predicting what might happen from details stated and implied.</p>	<p>-predicting what might happen from details stated and implied.</p>	<p>-predicting what might happen from details stated and implied.</p>	<p>-predicting what might happen from details stated and implied.</p>
<b>Authorial Intent</b>				<p>-discussing words and phrases that capture the readers' interest and imagination</p> <p>-identifying how language, structure and presentation contribute to meaning</p>	<p>-discussing words and phrases that capture the readers' interest and imagination</p> <p>-identifying how language, structure and presentation contribute to meaning</p>	<p>-identifying how language, structure and presentation contribute to meaning.</p> <p>-discuss and evaluate figurative language, considering the impact on the reader</p>	<p>-identifying how language, structure and presentation contribute to meaning.</p> <p>-discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>
<b>Non-fiction</b>	<p>-Knows that information can be retrieved from a non-fiction book or computer.</p>	<p>-listening to and discussing non-fiction books at a level beyond that at which they can read independently.</p>	<p>-being introduced to non-fiction books that are structured in different ways.</p>	<p>-retrieve and record information from non-fiction texts.</p>	<p>-retrieve and record information from non-fiction texts.</p>	<p>-distinguish between statements of fact and opinion.</p>	<p>-distinguish between statements of fact and opinion</p>

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		-being encouraged to link what they read or hear to their own experiences.				-retrieve, record and present information from non-fiction texts.	-retrieve, record and present information from non-fiction texts.
<b>Discussing Reading</b>	<p>-describes a story setting, event and principal character.</p> <p>-uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p><b>ELG</b> – demonstrate understanding when talking with others about what they have read.</p> <p>-respond to what they hear with relevant comments, questions or actions.</p>	<p>-participate in discussion about what is read to them, 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 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>-participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>-participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p>	<p>-recommending books that they have read to their peers, giving reasons for their choices.</p> <p>-participating in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>-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>-recommending books that they have read to their peers, giving reasons for their choices.</p> <p>-participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>-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>