

Knowledge and Skills Progression in Reading

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>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 to decode words read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>Read simple sentences and understand the meaning.</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 decoding until automatic and reading is fluent 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 read accurately by blending, including alternative sounds for graphemes</p> <p>Read Year 2 common exception words, noting unusual correspondences</p> <p>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>Respond to more sophisticated punctuation, maintaining fluency and accuracy when reading complex sentences with subordinate clauses.</p> <p>Work out the pronunciation of homophones, using the context of the sentence.</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>Cope with different features of language used in poems and prose, e.g. dialect, abbreviations, colloquialisms and specialist vocabulary.</p> <p>Understand how conjunctions can be used to indicate a change of tone.</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.</p> <p>Begin to self-correct inaccurate reading.</p>	<p>sounding out unfamiliar words</p> <p>Automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending.</p> <p>Self-correct when a sentence has been read incorrectly.</p>				
RANGE OF READING	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating.</p> <p>To use non-fiction books to develop new knowledge and vocabulary.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes.</p> <p>Select books independently, reading from a wide range of genres and authors, and express and explain own personal preferences.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Read books that are structured in different ways and read for a range of purposes make comparisons within and across books.</p> <p>Recognise texts that include more than one text type- e.g. persuasive letters.</p>
FAMILIARITY WITH TEXTS	Talk about and respond to stories,	Recognise and join in with predictable	Become increasingly familiar with and	Increase their familiarity with a	Increase their familiarity with a	Increase their familiarity with a	Increase their familiarity with a

<p>to RETRIEVE information from the text</p>	<p>rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	<p>phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Listen and identify main events or key points in a variety of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>retell a wider range of stories, fairy stories and traditional tales, referring to most of the key events and characters.</p> <p>Find the answers to questions in non-fiction, stories and poems.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>wide range of books, including fairy stories, myths and legends, and retell some of these orally identify themes and conventions in a wide range of books.</p> <p>Use alphabetically ordered texts to find information.</p> <p>Begin to skim read to retrieve information from a paragraph of text.</p>	<p>wide range of books, including fairy stories, myths and legends, and retell some of these orally Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>	<p>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 across a wide range of writing.</p> <p>Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>	<p>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 across a wide range of writing.</p> <p>Retrieve and record information from fiction and non-fiction, by using navigational features in books, (e.g. contents pages and subheadings) and by skimming, scanning and text-marking.</p>
<p>DEVELOPING VOCABULARY</p> <p>to EXPLAIN meaning of words</p>	<p>Build up vocabulary that reflects the breadth of their experiences.</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Discuss word meaning and link new meanings to those already known</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>

	Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.						
INFERENCE AND PREDICTON	<p>Suggest how a story might end.</p> <p>Begin to understand 'why' and 'how' questions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Begin to make simple inferences, e.g. discuss the significance of the title and key events of the book, responding to simple questions.</p> <p>Suggest why a character might feel a certain way.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Make simple inferences about thoughts, feelings of characters and reasons for their actions.</p> <p>Predict what might happen on the basis of what has been read so far in a text, on reading of other books by the author and own experiences.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives, empathising with a character.</p> <p>Justify inferences and predictions using evidence from the text.</p> <p>Start to recognise some features of a text that relate it to its historical setting or its social or cultural background: "The girls wore red flannel petticoats because that is what they wore in the olden days."</p>	<p>Pull together clues from action, dialogue and description to infer meaning and make predictions, supporting views with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Draw inferences from characters' feelings, thoughts and motives with supporting evidence.</p> <p>Recognise that texts reflect the time and culture in which they were written: "Hound of the Baskervilles would have been very scary for Victorian readers."</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>Use PEE (point, evidence, explain) to support predictions and inferences.</p>
AUTHORIAL CHOICE			<p>Identify how vocabulary choice affects meaning: "Crept lets you know they are trying to be quiet."</p>	<p>Discuss author's choice of words and phrases for effect: "Crept makes you know they were quiet and that they</p>	<p>Identify how an author's language, structure and presentation contribute to meaning, create</p>	<p>Identify and comment on expressive, figurative and descriptive language</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using</p>

			<p>Identify and comment on vocabulary and literary features: "Usually, fairy tales start with once upon a time..."</p>	<p>were going slowly because they didn't want to be caught."</p> <p>Identify vocabulary that captures the reader's interest</p>	<p>feelings (e.g. of tension or humour), and capture the reader's interest and imagination.</p>	<p>to create effect in poetry and prose.</p> <p>Explain the author's techniques for describing characters, settings and actions.</p> <p>Evaluate the use of author's language and explain how it has created an impact on the reader.</p> <p>Recognise the ways in which authors present issues and points of view: "She has only mentioned the bad points about air travel."</p>	<p>technical terminology such as rhythm, rhyme, metaphor, simile, analogy, imagery, style and effect.</p> <p>Identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader</p>
NON-FICTION	<p>Know that information can be relayed in the form of print.</p> <p>Know that information can be retrieved from books and computers.</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>Be introduced to non-fiction books that are structured in different ways</p>	<p>Retrieve and record information from non - fiction texts using contents and glossary to locate it.</p>	<p>Use all of the organisational devices available within a non - fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non - fiction texts.</p> <p>Distinguish between fact and opinion.</p>	<p>Retrieve, record and present information from non -fiction texts.</p> <p>Use non - fiction materials for information retrieval, including where pupils are self-motivated to find out information (e.g. reading information leaflets before a visit).</p> <p>Prepare for factual research,</p>

							considering what is known already. Recognise bias, fact and opinion.
<p>READING FOR PLEASURE</p> <p>Listening to and discussing texts.</p> <p>Comparing, contrasting and commenting.</p>	<p>Listen to stories with increasing attention and recall.</p> <p>Anticipate key events and phrases in rhymes and stories.</p> <p>Begin to be aware of the way stories are structured.</p> <p>Describe main story settings, events and principle characters.</p> <p>Enjoy an increasing range of books.</p> <p>Follow a story without pictures or props.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have had read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</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.</p> <p>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice, providing reasoned justifications for their views about a book.</p>	<p>Read for pleasure, discussing, comparing, contrasting and evaluating in depth across a wide range of genres.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</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>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>

		Make links between the text they are reading and other texts they have read (in texts that they can read independently).					Draw out key information and to summarise the main ideas in a text. Distinguish independently
POETRY AND PERFORMANCE	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 scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry	Prepare poems and 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 scripts 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 scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.