

## Progression of Reading Skills

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics And Decoding</b>	<ul style="list-style-type: none"> <li>• To hear and say the initial sound in words</li> <li>• To segment the sounds in simple words and blend them together and know which letter represents some of them</li> <li>• To link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• To use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• To read some common irregular word</li> <li>• To read and understand simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Use phonetic knowledge to blend sounds together to read words, including phonemes</li> <li>• Read words without overt sounding and blending after a few encounters</li> <li>• Read common exception words</li> <li>• Read accurately words containing GPCs that have been taught</li> <li>• Read familiar endings to words (-s, -es, -ing, -ed, -er)</li> <li>• Read words containing the un- prefix</li> <li>• Read words with contractions and understand that apostrophes represent the omitted letter(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read further common exception words,</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>	<ul style="list-style-type: none"> <li>• To use their phonic knowledge to decode quickly and accurately and to establish meaning               <ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> <li>• Read Year 3 common exception words, understanding the correspondence between spelling and sound</li> <li>• Apply growing knowledge of root words and prefixes both to read aloud and to understand the meaning of new words they meet including in-, im-, il-, ir-, dis-, mis-,</li> </ul>	<ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• Read Year 4 common exception words, understanding the correspondence between spelling and sound</li> <li>• Apply knowledge of root words prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet- at an appropriate level for Year 4               <ul style="list-style-type: none"> <li>• Read more exception words, noting the unusual correspondence between spelling, sound and where these occur in the word</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> <li>• Understand the relationship between words to then help them read unknown polysyllabic words</li> <li>• Understand the impact of prefixes and suffixes on root words</li> <li>• Read all Year 4 and 5 common exception words</li> <li>• To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, tial,</li> </ul>	<ul style="list-style-type: none"> <li>• To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> <li>• Apply growing knowledge of roots words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>

Phonics  
And  
Decoding

- Begin to spot errors in decoding and attempt to self-correct
- Start to be aware of, and use, alternative sounds for graphemes
  - Use reading experiences to support reading of unfamiliar words using strategies other than phonological decoding
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
  - Re read these books to build up their fluency and confidence in word reading

- Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words
  - Read accurately words with 2 or more syllables
- Read words with most common suffixes
  - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
  - Reread these books to build up their fluency and confidence in word reading

un-, re-, sub-, inter-, super-, anti- and auto

To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian,

-ant/-ance/-ancy,  
-ent/-ence/-ency,  
-able/-ably and -ible/ibly,

## Comparison and Retrieval

<p>Demonstrate understanding when talking to others about what they have read</p>	<ul style="list-style-type: none"> <li>• To check that a text makes sense to them as they read and to self-correct</li> <li>• Answer straight forward questions about a story</li> <li>• Identify the main events or key points in a text</li> <li>• Explain clearly their understanding of what is read to them</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• To link what they have read or have read to them to their own experiences</li> <li>• To retell familiar stories in increasing detail</li> </ul>	<ul style="list-style-type: none"> <li>• To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, explaining their understanding and expressing their views</li> <li>• To check that the text makes sense to them as they read and to correct inaccurate reading</li> <li>• To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• To use appropriate terminology when discussing texts (plot, character, setting)</li> <li>• Use text marking to support retrieval of information or ideas from texts</li> <li>• Scan non-fiction pages to find a relevant section of a texts</li> <li>• Use dictionaries to check the meaning of new words they have read</li> </ul>	<ul style="list-style-type: none"> <li>• To discuss and compare texts from a wide variety of genres and writers</li> <li>• To read for a range of purposes</li> <li>• To identify themes and conventions in a wide range of books</li> <li>• To 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)</li> <li>• Skim and scan to identify key ideas and answer questions from a text (nonfiction and fiction)</li> <li>• Retrieve and record information from a variety of texts</li> </ul>	<ul style="list-style-type: none"> <li>• To 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</li> <li>• To 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</li> <li>• To identify main ideas drawn from more than one paragraph and to summarise these</li> <li>• To recommend texts to peers based on personal choice</li> </ul>	<ul style="list-style-type: none"> <li>• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres</li> <li>• Checking that the book makes sense, discussing understanding and exploring the meaning of words in context</li> <li>• Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas</li> <li>• Ask questions to improve understanding</li> <li>• Retrieve, record and present information from non-fiction</li> <li>• Making comparisons of characters, settings and themes within and across books</li> </ul>
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Comparison  
and  
Retrieval

- To discuss the sequence of events in books and how items of information are related
- Use text marking to support retrieval of information or ideas from texts
- Scan non-fiction pages to find a relevant section of text

(fiction and nonfiction)

- Locate information quickly and effectively from range of sources by using techniques such as text marking and using the index

- Ask questions to clarify understanding
- Skim and scan non-fiction texts at speed for research
- Talk confidently about the purpose of the text and the specific intentions of the author
- Use what I know about text structure to find information
- Identify, collate and discuss the key ideas and information from a range of sources
- Compare, contrast and evaluate different books

- Distinguish between statements of facts and opinions providing reasoned justifications for their views
- Explain and discuss their understanding of what they have read, including through informal presentations and debates
- To recognise more complex themes in what they read (such as loss or heroism).
- To explain and discuss their understanding of what they have read, including through formal presentations and debates

## Deduction And Inference

- To suggest how a story might end
- To begin to understand 'why' and 'how' questions
- To answer 'how' and 'why' questions about their experiences and in response to stories or events

Recognise why a character is feeling a certain way

- Express opinions about main events and characters in a story
- Make simple predictions about the characters
- Link what is read or heard to their own experience, with support
- To predict what might happen on the basis of what has been read so far

- Discuss reasons for actions and events based on evidence in the text
- Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act
- To predict what might happen on the basis of what has been read so far in a text
- To make inferences on the basis of what is being said and done

- Discuss reasons for actions and events based on evidence in the texts
- Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act
- To justify predictions based on knowledge from/of the text and wider connections

- Predict what might happen from details stated and implied
- Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences from evidence
- To justify predictions from details stated and implied with evidence from the text
- Discuss understanding and explain the meaning of words in context

- To draw inferences from characters' feelings, thoughts and motives
- Work out the meaning of unknown words from the way that they are used in context
- Infer messages, moods, feelings and attitudes across a text
- Explore texts to support and justify predictions and opinions

- Predicting what might happen from details stated and implied
- Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Provide reasoned justifications for views
- To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)
- To discuss how characters change and develop through texts by drawing inferences based on indirect clues

<p style="text-align: center;"><b>Language For Effect</b></p>	<ul style="list-style-type: none"> <li>• Can continue a rhyming string</li> <li>• To build up vocabulary that reflects the breadth of their experiences</li> <li>• To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• To use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what new words mean, linking new meanings to those already known <ul style="list-style-type: none"> <li>• Appreciate rhymes and poems and perform some by heart</li> </ul> </li> <li>• Recognise repetition of language in their reading</li> <li>• Recognise obvious story language- 'once upon a time... big bad wolf...' and recognise a range of patterns in texts, including stories, thymes and nonfiction</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what has happened so far in what they have read</li> <li>• To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</li> <li>• To discuss their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss understanding and explain the meanings of words in context <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the readers interest and imagination</li> </ul> </li> <li>• Identify where language is used to create mood, build tension or paint a picture</li> <li>• To discuss authors' choice of words and phrases for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Identify structures of texts and deliberate choices in author's language</li> <li>• Talk about the author's choice of language and structure and its effect on the reader <ul style="list-style-type: none"> <li>• Discuss how and what the texts affects the reader by making reference to the author's choice of language and/or structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the use of irony and comment on the writer's intention <ul style="list-style-type: none"> <li>• Discuss the difference between literal and figurative language and the effects of imagery</li> </ul> </li> <li>• Evaluate the success of a text providing evidence that refers to language, theme and style</li> <li>• To evaluate the use of authors' language and explain how it has created an impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect - consider the impact on the reader</li> <li>• Identify how language, structure and presentation contribute to meaning</li> </ul>
<p style="text-align: center;"><b>Poetry And Performance</b></p>	<ul style="list-style-type: none"> <li>• To listen to and join in with stories and poems, one-to-one and also in small groups</li> <li>• To join in with repeated refrains in rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>• To recite simple poems by heart <ul style="list-style-type: none"> <li>• To join in with repeated refrains in rhymes and stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud</li> <li>• To begin to use appropriate intonation and volume when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise and discuss some different forms of poetry</li> <li>• To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action)</li> </ul>	<ul style="list-style-type: none"> <li>• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</li> </ul>