Reading Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	*Continues a rhyming string *Hears and says the initial sound in words *Can segment the sounds in simple words and blend them together and knows which letters represent some of them *Links sounds to letters, naming and sounding the letters of the alphabet *Begins to read words and simple sentences *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books	* apply phonic knowledge and skills as the route to decode words *respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes *read accurately by blending sounds in unfamiliar words containing GPCs that have been taught *read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word *read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs	*continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent *read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes *read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes *read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word *read most words quickly and accurately without overt sounding and blending	* apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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	* apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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	*apply their growing 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 that they meet	*apply their growing 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 that they meet

		• read words with contractions, e g I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s) *read aloud accurately books 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	when they have been frequently encountered *read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation *re-read these books to build up their fluency and confidence in word reading				
Understanding	*Knows that information can be retrieved from books and computers Adults should – *Discuss with children the characters in books being read *Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play	*draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correcting inaccurate reading * locate information using textual cues to answer simple literal questions * retell the main events	*discuss the sequence of events in books and how items of information are related *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correcting inaccurate reading * sequence the key events in a story	*check that the text makes sense to them, discuss their understanding and explaining the meaning of words in context *ask questions to improve their understanding of a text *identify main ideas drawn from one paragraph and summarise these *locate information confidently and efficiently by using	*check that the text makes sense to them, discuss their understanding and explaining the meaning of words in context *ask questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph / chapter and summarise these * locate specific information from different parts of the text	* check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context *ask questions to improve their understanding * Summarise the main and supporting ideas within specific chapters and paragraphs *move across a text in order to locate information to answer questions	* check that the book makes sense to them, discuss their understanding and exploring the meaning of words in context *ask questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas * move across and between texts in order

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		* Shows an understanding of how information can be found in non-fiction texts to answer, where, who, why or how questions	*locate specific information on a given page in response to a direct question *locate information using contents and index *show an understanding of what has been read by commenting on setting and characters in a fiction text *answer appropriate questions about character and setting in a fiction text	appropriate skills e g skimming, scanning, text marking, using ICT skills * use the blurb, front cover, and review to make informed decisions about which books to read * use a variety of information texts to answer own questions *use detailed knowledge of alphabet to locate information quickly	* know an increasing range of text types, genres etc and their main characteristics * indicate main ideas in text, including chronological structure, cause/effect and plot	* Skim and scan to clearly identify the most relevant points, including those selected from different places in the text * support general comments by relevant textual reference or quotation * identify the purpose of different texts * form valid and well justified conclusions based on detail and reference to text * Select sentences, phrases and relevant information to justify opinions *explore a text to support and justify predictions and opinions (Point + evidence + explanation + evaluation)	to compare and locate information *summarise the most relevant points and supporting ideas across specific paragraphs, chapters or texts * Collect and organise relevant key ideas from a range of sources * retrieve and collate information from a range of sources *Recognise and discusses the elements and purposes of different Text structures, e g reports, procedures, narratives etc *select essential points within a text
Inference and	* Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences	*discuss the significance of the title and events *Can explain why a story character behaves in certain ways	*state a character's view or opinion within the narrative *ask questions about different types of text *state what will happen next with justification	* recognise targeted themes across familiar narrative texts *explain and discuss understanding of books, poems and other material, both	*make comparisons between different texts *use sections of text to justify opinions about characters and plot	* identify themes supported with direct evidence from the texts * evidence inferences from different points in the text to support facts and opinions	*identify more than one meaning within text providing appropriate evidence *inferences and deduction based on evidence within the targeted text

		*predict what might or might not happen next *identify some new and unfamiliar words *predict the story line and some vocabulary * repeat words, phrases or sentences to check, confirm or modify own reading *with support/guidance, can comment on texts, e g on personality of main character *aware of mistakes made because reading does not make sense *check that the text makes sense to them as they read and correct miscues, re-reading if necessary	*make predictions based on the information in the text *identify the meaning of some unfamiliar words encountered in reading *draw inferences such as inferring characters' feelings, thoughts and motives from their actions	those read aloud and independently *deduce and infer understanding within targeted parts of the text *make predictions from details stated within the text *predict what might happen from details stated and implied	*make predictions from details implied or deduced from the text * begins to explain the (non-literal) meaning of words in context eg 'My heart raced' *identify how a writer uses language and punctuation to convey character *understand the bias in persuasive writing, including articles and advertisements	* infer meaning using evidence from the text and wider reading and personal experience *make predictions from details stated and implied information *empathise with different character's points of view * Raise queries about texts and ask questions to improve understanding	*raise queries about texts *ask questions to extend understanding *explain how and why a text has impact on a reader
Authorial Intent		*identify the title, author and illustrator within fiction texts *to know how fiction is ordered differently to non-fiction texts *to recognise simple patterns in familiar texts	*identify title, author, illustrator, contents page, page numbers and index *understand the key differences between fiction and non-fiction *comment on the effect author using this feature Simile,	*identify targeted organisational features of a text *identify words and phrases that captivate the reader *answer questions about text structure and presentation	*discuss words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning *identify and provide simple reasons for	*show an awareness of writers' viewpoint *identify organisational features, including those related to specific text forms *begin to use targeted technical vocabulary to explain most language features	*identify that characters within text can have a range of viewpoints and that sometimes authors will write from more than one viewpoint *identify most organisational features used by the author to engage and

			exclamation marks, headings, bullet points, captions etc	*explain how effective the authors choice of words/features are within a text	authors' language choices which engage the reader *comment on some specific aspects of text structure and presentation features *comment on how the author has created a feeling within a chapter/paragraph/whole text *Identify how language, structure, and presentation contribute to meaning *e g - what the author has used in the text to make this character funny/sad/angry/tense*	*discusses and begin to evaluate authors use language, including figurative language and consider the impact on the reader	provide specific information to the reader *discuss how the organization of a text supports the writer's purpose, e g persuading, explaining, informing etc * use technical language to explain authors' choice of language - *e g symbol, imagery, analogy*

Reading for pleasure

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LING MOOR A PRIORY ACADEMY

| Engagement with a range of texts | *Enjoys an increasing range of books | *listen to and discusses age-appropriate poems, stories and non-fiction texts
*select own stories and offers a reasoned explanation
*participate in discussion about what is read to them
*develop pleasure in reading, motivation to read, vocabulary and understanding | *listens to and can talk about a range of stories, poems, plays and information books

*responds to text and can state preferences

*recite sections of poetry with some fluency

*states understanding of stories that are read to them | *listen to and answers questions about a range of fiction, poetry, plays and non-fiction books

*make informed choices about reading material and justify reasons for their choice | * listen to and discusses a range of fiction, poetry, plays and non-fiction books
*declare personal preferences for writers and types of overall text

*offer a reasoned opinion on characters' feelings, thoughts and motives within a familiar text | *read frequently, outside as well as in school, for pleasure and information

*read and discuss a range of fiction, poetry, plays and non-fiction books

*skim unfamiliar texts and express an opinion about suitability

*clearly articulate why they have enjoyed a text, or not, using examples from the text | *respond to literature identifying how and why the text has affected the reader and provide a justification for their views
*discuss books, building on their own and others' ideas

*discuss reading, maintaining a focus on the topic or theme |