

Reading Skills Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding/ Fluency	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	- Apply phonic knowledge to decode words read aloud phonically-decodable texts - Re-read books to build fluency and confidence - Read simple sentences and understand the meaning - Speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes - Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) - Read polysyllabic words containing taught GPCs read common suffixes (–s, –es, –ing, –ed, –er and –est) - Read contractions and understand that the apostrophe represents the omitted letter(s) - Read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops	- Apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly - re-read books to build up fluency and confidence in word reading - note punctuation to read with appropriate expression - read accurately by blending, including alternative sounds for graphemes - read Year 2 common exception words, noting unusual correspondences - read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically - read polysyllabic words containing above graphemes - read most words quickly & accurately without overt sounding and blending	- 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 - 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), 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), both to read aloud and to understand the meaning of new words that they meet	
Retrieval	Children can answer simple recall questions about stories that have been read to them without pictures or prompts.	Children can answer questions about what has just happened in a story.	Children can explain their understanding of independent reading by answering simple questions about what they have just read.	Children begin to learn the skill of ‘skim and scan’ to retrieve details. Children begin to use quotations from the text.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text	Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.

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Prediction	Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role play and small world play.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.
Inference	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make inferences about characters' feelings using what they say and so to infer basic points with direct reference to the pictures and words in the text.	Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.	Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text, using PEE.
Summarising	Children recall and order key events from the text. They use a story line or narrative in their role play and small world play.	Children retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of. Teachers begin to model how to record summary writing.	Children use skills developed in year 3 and are able to write a brief summary of main points, identifying and using important information.	Children begin to make connections between information across the text and include this information in their written summaries.	Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.
Clarifying/ Vocabulary	Learn new vocabulary. (C&L) Use new vocabulary in different contexts. (C&L)	Discuss word meanings and link new meanings to words already known	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children begin to find the meaning of new words using substitution within a sentence.	Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know.	Children 'read around the word' and explore its meaning in the broader context of a section or paragraph.	Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph.
Questioning	With support, children can generate simple questions using who, when, what, how and why.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Children generate literacy recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Children generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of 'story themes' Love, friendship, revenge, learn a lesson, good vs evil etc.	Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of story themes. Courage, overcoming obstacles etc.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.
Authorial intent/ Explain				Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning		Identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	

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Non-fiction	Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction texts	Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts
Poetry and Performance	Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) Learn rhymes, poems and songs. (C&L)	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 play 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 plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Range of reading		Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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	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	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books
Familiarity of text	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (C&L) Listen to and talk about stories to build familiarity and understanding. (C&L) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT) 2	recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales recognise simple recurring literary language in stories and poetry	increase their familiarity with a 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	increase 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 identify and discuss themes and conventions in and across a wide range of writing