

## Reading Skills Progression

Word Reading						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Nursery:</b> Repeats words or phrases from familiar stories</p> <ul style="list-style-type: none"> <li>• read left to right.</li> <li>• Know print carries meaning</li> </ul> <p><b>Reception:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• read and understand simple sentences.</li> <li>• use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>• read some common irregular words.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words.</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• 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</li> <li>• read words with contractions, e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to apply phonics 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 accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• be aware that some words sound different to how they are spelt.</li> <li>• check what they are reading makes sense by talking about it</li> <li>• apply their growing understanding of root words, prefixes and suffixes to read aloud and understand meaning</li> <li>• read further exception words, noting the unusual correspondence between spelling and sounds (where this occurs).</li> <li>• Identify words that have the same spelling but different meanings.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• be aware that some words sound different to how they are spelt.</li> <li>• use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words</li> <li>• discuss words and phrases of interest</li> <li>• Can take turns when discussing books read and listen to what others have to say.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use words and word parts to think about what new words mean and sound like.</li> <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>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use words and word parts to think about what new words mean and sound like.</li> <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>

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<p>Pupils should be taught to:</p> <p><b>Nursery:</b></p> <p>Begins to recognise familiar logos</p> <p>Joins in with repeated refrains</p> <p>Talks about events or principal characters in stories</p> <p>Suggest how the story might end</p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• demonstrate understanding when talking with others about what they have read.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 read to their own experiences</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>- recognising and joining in with predictable phrases</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- discussing word meanings, linking new meanings to those already known.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by: <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> <li>- discussing the sequence of events in books and how items of information are related</li> <li>- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>- being introduced to non-fiction books that are structured in different ways</li> <li>- recognising simple recurring literary language in stories and poetry</li> <li>- discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>- discussing their favourite words and phrases</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• comment on the way characters relate to one another</li> <li>• know which words are essential in a sentence to retain meaning</li> <li>• use evidence from different parts of the text to support inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</li> <li>• use a dictionary to check the meaning of new words</li> <li>• talk about different types of stories they have read</li> <li>• predict events in stories from what they have read</li> <li>• perform poems and play scripts to read aloud to keep the listener interested</li> <li>• recognise different types of poetry.</li> <li>• retrieve and record information from non-fiction texts.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• comment on the way characters relate to one another</li> <li>• show understanding of an increasing wide range of texts I have read</li> <li>• be able to choose from a range of books that are set out differently</li> <li>• identify different themes and conventions in a wide range of books</li> <li>• know which words are essential in a sentence to retain meaning.</li> <li>• use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</li> <li>• use a dictionary to check the meaning of new words</li> <li>• talk about different types of stories they have read</li> </ul>	<p>Pupils should be taught to, with support:</p> <ul style="list-style-type: none"> <li>• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</li> <li>• become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions</li> <li>• begin to identify and discuss themes and conventions in and across a wide range of writing.</li> <li>• begin to ask questions about reading to further improve understanding.</li> <li>• justify views</li> <li>• make comparisons within and across books.</li> <li>• know a wider range of poems by heart</li> <li>• read aloud and perform poems and plays, and begin to use appropriate intonation, tone and volume to help</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.</li> <li>• become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions</li> <li>• identify and discuss themes &amp; impressions and conventions in and across a wide range of writing.</li> <li>• ask questions about reading to further improve understanding.</li> <li>• justify views</li> <li>• make comparisons within and across books, justifying with valid reasons</li> <li>• know a wider range of poems by heart</li> <li>• read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the</li> </ul>

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	<ul style="list-style-type: none"> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- making inferences on the basis of what is being said and done</li> <li>- answering and asking questions</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>• 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</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>		<ul style="list-style-type: none"> <li>• check what they are reading makes sense by talking about it</li> <li>• can use non-fiction books to find out about things</li> <li>• predict events in stories from what they have read</li> <li>• perform poems and play scripts to read aloud to keep the listener interested</li> <li>• recognise different types of poetry.</li> <li>• tell what the main ideas in a book are from reading a number of paragraphs</li> <li>• understand that the way books are set out help the reader to identify the meaning.</li> </ul>	<p>the audience with their own understanding.</p> <ul style="list-style-type: none"> <li>• check understanding of books through discussion and exploring the meaning of words with increasing independence.</li> <li>• show understanding of reading by drawing inferences from within the text and justifying them with evidence (not always precise)</li> <li>• predict what may happen in a story from details given and suggested in the text.</li> <li>• identify key details and ideas in texts by summarising a given number of paragraphs with some adult prompting</li> <li>• know authors use particular language which will have impact on the reader at a basic level.</li> <li>• Begin to distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction.</li> <li>• participate in discussions about books by listening to others' ideas</li> <li>• present or debate on topics, using notes if necessary.</li> </ul>	<p>audience with their own understanding.</p> <ul style="list-style-type: none"> <li>• check understanding of books through discussion and exploring the meaning of words.</li> <li>• show understanding of reading by drawing inferences from within the text and justifying them with evidence</li> <li>• predict what may happen in a story from details given and suggested in the text.</li> <li>• identify key details and ideas in texts by summarising a given number of paragraphs</li> <li>• know authors use particular language which will have impact on the reader.</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction.</li> <li>• participate in discussions about books by listening to others' ideas</li> <li>• present or debate on topics, using notes if necessary</li> </ul>
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**SEND Provision:** All targets in line with EHCP

Substantive Knowledge

Disciplinary Knowledge

Application of both

Reading Skills Progression

