



Reading Progression of skills and knowledge					Word Reading		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words. <b>Phonics First</b></p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Accurately read by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Accurately read most words of two or more syllables.</p> <p>Read most words containing common suffixes.*</p>	<p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.</p> <p>Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>Read most words fluently and decode any unfamiliar words with increasing speed and skill.</p> <p>Apply knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Recognise word meaning through contextual cues.</p> <p>Apply growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/ance/-ancy, -ent/-ence/-ency,, -able/ably and -ible/ibly to read aloud fluently.</p>	<p>Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes.</p> <p>Decode any unfamiliar words with increasing speed and skill.</p> <p>Recognise the meaning of unknown words through contextual cues.</p>



<b>Harder to Read and Spell Words/Common Exception Words</b>	Read Reception harder to read and spell words.	Read Year 1 harder to Read and Spell words, noting unusual correspondences between spelling and sound and where these occur in words.	Read most Year 1 and Year 2 harder to read and spell words, noting unusual correspondences between spelling and sound and where these occur in the word.	Begin to read Year 3 and Year 4 exception words.	Read all Year 3 and Year 4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Read most Year 5 and Year 6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Read all Year 5 and Year 6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
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<p style="text-align: center;"><b>Fluency</b></p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some harder to read and spell words.</p> <p>Re-read books to build confidence in word reading, fluency and understanding and enjoyment.</p>	<p>Accurately read texts that are consistent with developing phonic knowledge, that do not require them to use other strategies to work out words. <b>Phonics First</b></p> <p>Re-read texts to build up fluency and confidence in word reading.</p>	<p>Read aloud books (closely matched to improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p>	<p>At this stage, teaching comprehension skills takes precedence over teaching word reading and fluency specifically.</p> <p>Any focus on word reading supports the development of vocabulary across the whole curriculum.</p>
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	Progression of skills and knowledge				Comprehension		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>Listen to and talk about stories building familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Check that a text makes sense as they read and begin self-correcting.</p>	<p>Demonstrate understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that what has been read makes sense as it is read and correct inaccurate reading.</p>				



<b>Comparing, contrasting and commenting</b>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary.</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 has been read to own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about texts, taking turns and listen to what has been said.</p> <p>Discuss the significance of titles and events.</p>	<p>Participate in discussions about a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Discuss books read independently explaining understanding and expressing views.</p> <p>Increase familiarity with and retell a wide range of stories, fairy tales and traditional tales.</p> <p>Recognise simple, recurring literacy language in stories and in poems.</p> <p>Ask and answer questions about a text.</p> <p>Make links between what is being read with what has already been read in texts that have been read independently.</p> <p>7</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 first person in 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 challenge views courteously.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Recommend texts to peers based on personal choice.</p>	<p>Read for pleasure, discuss, compare, and evaluate in depth across a wide range of genres.</p> <p>Recognise more complex themes in what has been read.</p> <p>Explain and discuss reading through presentation and debate.</p> <p>Listen to guidance and feedback on the quality of explanations and contributions to discussions and make improvements when participating in discussions.</p> <p>Draw out key information and summarise the main ideas in a text.</p> <p>Distinguish between statements of fact and opinion, providing reasonable justifications for views.</p> <p>Compare characters, settings and themes within a text and across more than one text.</p>
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<b>Vocabulary</b>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day and in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Discuss word meaning and link new meanings to those already known.</p>	<p>Discuss and clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>Discuss favourite words and phrases.</p>	<p>Check that what is read makes sense by discussing understanding and explaining the meaning of the words in context.</p> <p>Discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Discuss vocabulary used by the author to create effect, including figurative language.</p> <p>Evaluate the use of authors' language and explain the impact it has created on the reader.</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect using technical vocabulary such as metaphor, simile, analogy, imagery, style and effect.</p>
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<b>Inference and Prediction</b>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Begin to make simple inferences.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far in a text.</p>	<p>Ask and answer questions appropriately, including simple inference questions based on characters, feelings, thoughts and motives.</p> <p>Justify predictions using evidence from the text.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justify their actions.</p> <p>Support inferences with evidence from the text.</p> <p>Justify predictions from details stated and implied.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justify their actions.</p> <p>Support inferences with evidence from the text.</p> <p>Make predictions based on details stated and implied and justify them in detail with evidence from the text.</p>	<p>Consider different accounts of the same event and discuss viewpoints (both of authors and fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
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<b>Poetry and Performance</b>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	Recite simple poems by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>Prepare and perform poems and play scripts that show awareness of the audience when reading aloud.</p> <p>Use appropriate intonation and volume when reading aloud.</p>	<p>Recognise and discuss different forms of poetry.</p> <p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action).</p> <p>Show awareness of the audience when reading aloud.</p>	Continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.	Perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
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<b>Non-Fiction</b>	<p>Explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Distinguish between fiction and non-fiction books.</p> <p>Discuss the differences between fiction and non-fiction books.</p>	<p>Recognise non-fiction books are structured in different ways.</p> <p>Begin to discuss the features of a non-fiction text.</p>	<p>Retrieve and record information from non-fiction texts.</p> <p>Begin to use dictionaries to check the meaning of words they have read.</p>	<p>Use all the organisational devices within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words they have read.</p>	<p>Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for purposeful information retrieval and in contexts where children are motivated to find out information.</p>
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