

Progression of reading skills across the school

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word					
*Apply phonic knowledge and skills as the route to decode words. *[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. [*KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. *[KEY] Read common exception words,	*[EXS] Sound out most unfamiliar words accurately, without undue hesitation. *Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. *[EXS] Read accurately most words of two or more syllables. *[EXS] Read most words containing common suffixes. *[EXS] Read most common exception words.	*Apply their improving 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. *[KEY] Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	*[KEY] 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. *[KEY] Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	*[KEY] Apply their initial 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.	*[EXS] 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.

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. *Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). *[KEY] Read aloud accurately books that	*[EXS] Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. *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				
--	---	--	--	--	--

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.	confidence in word reading.				
Comprehension					
*[KEY] Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. *Begin to link what they read or hear read to their own experiences.	*Listen to, discuss and express views about a wide range of contemporary and classic poetry at a level beyond that at which they can read independently. *Listen to, discuss and express views about a wide range of stories	*[KEY] Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. *Read books that are structured in some different ways and read for a range of purposes.	*[KEY] Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	*Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured for a range of purposes. *[KEY] Increase familiarity with a range of books,	*[EXS] Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *[EXS] Read books that are structured in different ways and

*[KEY] Retell and consider characteristics of key stories, fairy stories and traditional tales. *Recognise and join in with predictable phrases. *Appreciate and recite some rhymes and poems, by heart. *[GDS] Discuss word meanings, linking new meanings to those already known. *Understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background	at a level beyond that at which they can read independently. *Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently. *Discuss the sequence of events in books and how items of information are related. *Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. *Discuss and identify non-fiction texts that are structured in different ways.	*[KEY] Begin to use dictionaries to check the meaning of words that they have read. *Increase familiarity with a range of books, including fairy stories, myths and legends, and retell some of these orally. *[KEY] Identify themes and conventions in a range of books. *Prepare poems and play scripts to read aloud and perform, increasingly showing understanding through intonation, tone, volume and action. *Discuss some words and phrases that capture the reader's	*Read books that are structured in different ways and read for a range of purposes. *[KEY] Using dictionaries to check the meaning of words that they have read. *Retell a wide range of books, including fairy stories, myths and legends *[KEY] Identify themes and conventions in a wide range of books. *Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. *Discuss words and phrases that capture	including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. *Recommend books that they have read to their peers, beginning to give reasons for their choices. *Identify and discuss themes and conventions in and across a range of writing. *Begin to make comparisons within and across books. *Learn a range of poetry by heart.	reading for a range of purposes. *[EXS] 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. *Recommend books that they have read to their peers, giving reasons for their choices. *Identify and discuss themes and conventions in and across a wide range of writing.
--	---	---	--	--	---

information and vocabulary provided by the teacher. *Check that a text makes sense to them as they read and correct any inaccurate reading. *Discuss the significance of the title and events. *[GDS] Make inferences on the basis of what is being said and done in books and text. *[KEY] [GDS] Predict what might happen on the basis of what has been read so far. *Participate in discussions about what is read to them, taking turns and	*Recognise simple recurring literary language in stories and poetry. *Discuss and clarify the meaning of words, linking new meanings to known vocabulary. *Discuss their favourite words and phrases. *Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. *Draw on what they already know or on background information and vocabulary provided	interest and imagination. *Begin to recognise some different forms of poetry [for example, free verse, narrative poetry]. *Begin to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *Ask simple questions to improve their understanding of a text. *[KEY] Draw and justify simple inferences with evidence, such as inferring characters' feelings, thoughts and	the reader's interest and imagination. *Recognise some different forms of poetry [for example, free verse, narrative poetry]. *[KEY] Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. *Ask questions to improve their understanding of a text. *[KEY] Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	*Prepare 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. *[KEY] Check that a text makes sense to them, discussing their understanding and exploring the meaning of words in context. *Begin to ask questions to improve their understanding. *Beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying	*[EXS] Make comparisons within and across books. *Learn a wider range of poetry by heart. *[EXS] Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. *[EXS] Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. *[EXS] Check that a book makes sense to them, discussing their
---	---	--	---	---	---

listening to what others say. *Explain clearly their understanding of what is read to them.	by the teacher to understand texts. *[EXS] Check a book makes sense to them, correcting any inaccurate reading. *[EXS] [GDS] Answer questions and make some inferences. [*EXS] Explain what has happened so far in what they have read. *[GDS] Make a plausible prediction about what might happen on the basis of what has been read so far. *Participate in discussion about books, poems and other texts, taking	motives from their actions. *[KEY] Begin to predict what might happen from details stated and implied [based on content, simple themes or text types]. *Begin to identify main ideas drawn from more than one paragraph and summarising these. *Beginning to identify how language, structure, and presentation contribute to meaning. *[KEY] Retrieve and record simple information from non-fiction.	inferences with evidence. *[KEY] Predicting what might happen from details stated and implied [based on content, simple themes or text types]. *[KEY] Identify main ideas drawn from more than one paragraph and summarise these. *Identify how language, structure, and presentation contribute to meaning. *[KEY] Retrieve and record information from non-fiction. *Participate in discussion about both books that are read to them and those they	inferences with evidence. *Begin to predict what might happen from details stated and implied [based on challenging texts, themes, conventions and knowledge about the author or genres]. *[KEY] Begin to make simple summaries of the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. *Begin to identify how language, structure and presentation contribute to meaning. *Begin to discuss and evaluate how authors	understanding and exploring the meaning of words in context. *Ask questions to improve their understanding. *[EXS] Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. *[EXS] Predict what might happen from details stated and implied [based on more challenging texts, themes, conventions and knowledge about the author or genres].
---	---	---	--	---	--

	turns and listening to what others say. *Explain and discuss their understanding of books, poems and other materials *[GDS] Make links between the book they are reading and other books they have read.	*Participate with support in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	can read for themselves, taking turns and listening to what others say.	use language, including figurative language, considering the impact on the reader. *Begin to distinguish between statements of fact and opinion. *[KEY] Begin to retrieve, record and present information from non-fiction. *[KEY] Begin to participate in discussions about books, building on their own and others' ideas and challenging views courteously. *Begin to explain and discuss their understanding of what they have read, including through	*[EXS] Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. *[EXS] Identify how language, structure and presentation contribute to meaning. *[EXS] Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. *Distinguish between statements of fact and opinion. *[EXS] Retrieve, record and present
--	---	--	--	---	---

				formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary. *[KEY] Begin to provide reasoned justifications for their views.	information from non-fiction. *Participate in discussions about books, building on their own and others' ideas and challenging views courteously. *Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. *[EXS] Provide reasoned justifications for their views.
--	--	--	--	---	--