## English – Reading Skills Progression

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	Develop their	Say a sound for each	apply phonic knowledge	apply phonic decoding	apply their growing	apply their growing	apply their growing	apply their growing
•	phonological awareness,	letter in the alphabet and	to decode	until automatic and	knowledge of	knowledge of root words,	knowledge of root words,	knowledge of root words
Children should:	so that	at least 10 digraphs	words	reading is fluent	root words, prefixes and	prefixes and	prefixes and suffixes	prefixes and suffixes
	they can:				suffixes (morphology and	suffixes(morphology and	(morphology and	(morphology and
	<ul> <li>spot and suggest</li> </ul>	Read words consistent	read aloud phonically-	read common suffixes	etymology), both	etymology), both to read	etymology), both to read	etymology), both to read
	rhymes	with their phonic	decodable texts	(ed, -ing,-er, -est, -y, -er, -	to read aloud and to	aloud and to understand	aloud and to understand	aloud and to understand
	<ul> <li>count or clap syllables</li> </ul>	knowledge by sound-		ment, -ful, -ness, -less,	understand the meaning	the meaning of new	the meaning of new	the meaning of new
	in a word	blending	re-read books to build	-ly)	of new words they meet	words they meet	words that they meet	words that they meet
	<ul> <li>recognise words with</li> </ul>		fluency and confidence					
	the same initial sound,	Read aloud simple		re-read books to build up	read further exception	read further exception		
	such as money and	sentences and books that	speedily read all 40+	fluency and confidence in	words, noting the unusual	words, noting the unusual		
	mother	are consistent with their	letters /groups for 40+	word reading	correspondences	correspondences		
		phonic knowledge,	phonemes including		between spelling and	between spelling and		
		including some common	alternative sounds for	note punctuation to read	sound, and where these	sound, and where these		
		exception words.	graphemes	with appropriate	occur in the word	occur in the word		
				expression				
			read Year 1 common					
		Read individual letters by	exception words noting	read accurately by				
		saying the sounds	unusual	blending, including				
		for them.	correspondences	alternative sounds for				
			between spelling	graphemes				
		Blend sounds into words,	and sound (identifying					
		so that they can read	where they	read Year 2 common				
		short words made up of	appear)	exception words, noting				
		known letter- sound		unusual				
		correspondences.	read polysyllabic words	correspondences				
			containing	·				
		Read some letter groups	taught GPCs	read aloud books				
		that each represent one	-	matched to				
		sound and say sounds for	read common suffixes (-s,	phonic knowledge by				
		them.	–es, –ing,	sounding out				
			-ed, -er and -est)	unfamiliar words				
		Read a few common	,,	automatically				
		exception words matched	read contractions and	,				
		to the school's phonic	understand that the	read polysyllabic words				
		programme	apostrophe represents	containing				
		P0	the omitted letter(s)	above graphemes				
		Read simple phrases and						
		sentences made up of	read accurately by	read most words quickly				
		words with known letter-	blending taught	and				
		sound correspondences	GPCs	accurately without overt				
		and, where necessary, a		sounding				
		few exception words	develop some fluency and	and blending				
			expression, pausing at full					
			stops					
			(extra)					
Dance of	Sing a large repertoire of	Listen carefully to rhymes	listen to and discuss a	listen to, discuss and	listen to and discuss a	listen to and discuss a	continue to read and	continue to read and
Range of	songs.	and songs,	wide range of poems,	express views	wide range of fiction,	wide range of fiction,	discuss an increasingly	discuss an increasingly
reading	Know many rhymes, be	paying attention to how	stories and non-fiction at	about a wide range of	poetry, plays, non-fiction	poetry, plays, non-fiction	wide range of fiction,	wide range of fiction,
0	able to talk about familiar	they sound.	a level beyond that at	contemporary and classic	and reference books or	and reference books or	poetry, plays, non-fiction	poetry, plays, non-fiction
Children should:	books, and be able to tell	they sound.	which they can read	poetry, stories and non-	textbooks	textbooks	and reference books or	and reference books or
	· ·		independently	fiction at a level beyond	ICALDOOKS		textbooks	textbooks
	a long story.		maependentiy	-	read books that are	read books that are	ICALDOURS	LEXLUUUKS
				that at which they can			road books that are	road books that are
				read independently	structured in different	structured in different	read books that are	read books that are
					ways and reading for a	ways and reading for a	structured in different	structured in different

							of purposes	of purposes
							make comparisons within and across books	make comparisons within and across books
Familiarity with texts Children should:	Enjoy listening to longer stories and can remember much of what happens.	Invent, adapt and recount narratives and stories with peers and their teacher; Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	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 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	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
Poetry and		Perform songs, rhymes,	learn to appreciate	continue to build up a	prepare poems and play	prepare poems and play	earn a wider range of	earn a wider range of
performance		poems and stories with others	rhymes and poems, and to recite some by heart	repertoire of poems learnt by heart,	scripts to read aloud and to perform, showing	scripts to read aloud and to perform, showing	poetry by heart, preparing poems and	poetry by heart, preparing poems and
Children should:		Learn rhymes, poems and		appreciate these and recite some, with	understanding through intonation, tone, volume	understanding through intonation, tone, volume	plays to read aloud and to perform, showing	plays to read aloud and to perform, showing
		songs.		appropriate intonation to	and action	and action	understanding through	understanding through
				make the meaning clear	recognise some different forms of poetry	recognise some different forms of poetry	intonation, tone and volume so that the meaning is clear to an audience	intonation, tone and volume so that the meaning is clear to an audience
Word meanings	Engage in extended conversations about	Use and understand recently introduced	discuss word meanings	discuss and clarify the meanings of words and	use dictionaries to check	use dictionaries to check	use dictionaries to check	use dictionaries to check
Children should:	stories, learning new vocabulary.	vocabulary during discussions about stories, non-fiction,	and link new meanings to words already known	link new meanings to known vocabulary	the meaning of words that they have read	the meaning of words that they have read	the meaning of words that they have read	the meaning of words that they have read
		rhymes and poems and during role-play.		discuss their favourite words and phrases				
Understanding	Understand the five key concepts about print:	Demonstrate understanding of what	draw on what they already know or on	discuss the sequence of events in books and how	check that the text makes sense to them, discuss	check that the text makes sense to them, discuss	check that the book makes sense to	check that the book makes sense to
Children should:	<ul> <li>print has meaning</li> <li>print can have different purposes</li> </ul>	has been read to them by retelling stories and narratives using their	background information and vocabulary provided by the teacher	items of information are related	their understanding and explain the meaning of words in context	their understanding them, discuss their and explain the meaning understanding and	them, discuss their	makes sense to them, discuss their understanding and explore the meaning of
	<ul> <li>we read English text</li> </ul>	own words and recently		draw on what they			words in context	words in context
	from left to right and from top to bottom • the names of the different parts of a book • page sequencing	introduced vocabulary;	be encouraged to link what they read or hear read to their own	already know or on background information and vocabulary provided	ask questions to improve their understanding of a text	ask questions to improve their understanding of a text	ask questions to improve their understanding	ask questions to improve their understanding
			experiences check that the text makes sense to them as they read and correct inaccurate reading	by the teacher make links between a current book and those	identify main ideas drawn from more than one paragraph and summarise	identify main ideas drawn from more than one paragraph and summarise	summarise the main ideas drawn from more than one paragraph,	summarise the main ideas drawn from more than one paragraph,
				already read	these	these	identifying key details to support the main ideas	identifying key details to support the main ideas
			answer simple retrieval questions about a text	check that the text makes sense to them as they read and correct	identify morals and messages in a story	identify morals and messages in a story		
			and find evidence to	inaccurate reading				

			support answers (Extra)					
Informe	0	Offer explanations for	discuss the significance of	make inferences on the	draw inferences such as	draw inferences such as	draw inferences such as	draw inferences such as
Inference		vhy things might	the title and events	basis of what is being said	inferring characters'	inferring characters'	inferring characters'	inferring characters'
Children should:		appen, making use of		and done	feelings, thoughts and	feelings, thoughts and	feelings, thoughts and	feelings, thoughts and
		ecently	make inferences on the		motives from their	motives from their	motives from their	motives from their
		ntroduced vocabulary	basis of what is being said	answer and ask questions	actions	actions	actions, and justify	actions, and justify
		rom stories, non-fiction,	and done	• • • • • • •			inferences with evidence	inferences with evidence
		hymes and poems when			justify inferences with	justify inferences with		
	a	ppropriate;			evidence	evidence		
Prediction		nticipate – where	predict what might	predict what might	predict what might	predict what might	predict what might	predict what might
	a	ppropriate – key events	happen on the basis of	happen on the basis of	happen from details	happen from details	happen from details	happen from details
Children should:	in	n stories	what has been read so far	what has been read so far	stated and implied	stated and implied	stated and implied	stated and implied
Authorial Intent					discuss words and	discuss words and	identify how language,	identify how language,
					phrases that capture the	phrases that capture the	structure and	structure and
Children should:					reader's interest and	reader's interest and	presentation contribute	presentation contribute
					imagination	imagination	to meaning	to meaning
					identify how language,	identify how language,	discuss and evaluate how	discuss and evaluate how
					structure, and	structure. and	authors use language,	authors use language,
					presentation contribute	presentation contribute	including figurative	including figurative
					to meaning	to meaning	language and consider	language and consider
					to meaning	to meaning	the impact on the reader	the impact on the reader
	E	ngage in non-fiction	listen to and discuss a	be introduced to non-	retrieve and record	retrieve and record	distinguish between	distinguish between
Non-fiction		ooks	wide range of non-fiction	fiction books that are	information from non-	information from non-	statements of fact and	statements of fact and
Children should:	5	OOK3	at a level beyond that at	structured in different	fiction texts	fiction texts	opinion	opinion
	li	isten to and talk about	which they can read	ways	netion texts	netion texts	opinion	opinion
		elected non-fiction to	independently	ways			retrieve, record and	retrieve. record and
		evelop a deep familiarity	independently				present information from	present information from
		vith new knowledge					non-fiction texts	non-fiction texts
		nd vocabulary.						
Discussing	Li	isten attentively and	participate in discussion	participate in discussion	participate in discussion	participate in discussion	recommend books that	recommend books that
-		espond to what they	about what is read to	about books, poems &	about both books that are	about both books that are	they have read to their	they have read to their
reading	h	ear with relevant	them by taking turns and	other works that are read	read to them and those	read to them and those	peers and giving reasons	peers and giving reasons
Children should:		uestions,	listening to what others	to them & those that they	they can read for	they can read for	for their choices	for their choices
		omments and actions	say	can read for themselves	themselves by taking	themselves by taking		
	w	when being read to		by taking turns and	turns and listening to	turns and listening to	participate in discussions	participate in discussions
			explain clearly their	listening to what others	what others say	what others say	about books, building on	about books, building on
			understanding of what is	say			their own and others'	their own and others'
		isten to and talk about	read to them				ideas and challenging	ideas and challenging
		tories to build familiarity		explain and discuss their			views courteously	views courteously
	a	nd understanding.		understanding of books, poems and			explain and discuss their	explain and discuss their
				other material, both			understanding of what	understanding of what
				those that they			they have read, including	they have read, including
				listen to and those that			through formal	through formal
				they read			presentations and	presentations and
				for themselves			debates	debates
							provide reasoned	provide reasoned
							justifications for their	justifications for their
							views	views