



# Progression of Reading Skills



|                                 | Year 1   | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|---------------------------------|--|--|---|---|---|---|
| <b>Decoding</b>                 | <ul style="list-style-type: none"> <li>apply phonic knowledge to decode words</li> <li>speedily read all 40+ letters/groups for 40+ phonemes</li> <li>read accurately by blending taught GPC</li> <li>read common exception words</li> <li>read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>read multisyllable words containing taught GPCs</li> <li>read contractions and understanding use of apostrophe</li> <li>read aloud phonically-decodable texts</li> </ul> | <ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multisyllable words containing these graphemes</li> <li>read common suffixes</li> <li>read exception words, noting unusual correspondences</li> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul> | <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>   | <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>   | <ul style="list-style-type: none"> <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>   | <ul style="list-style-type: none"> <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>   |
| <b>Range of Reading</b>         | <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> </ul>  | <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> </ul>   | <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>   | <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul>   | <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books</li> </ul>  | <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>making comparisons within and across books</li> </ul>  |
| <b>Familiarity with texts</b>   | <ul style="list-style-type: none"> <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> </ul>   | <ul style="list-style-type: none"> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>recognising simple recurring literary language in stories and poetry</li> </ul>  | <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> </ul>  | <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> </ul>  | <ul style="list-style-type: none"> <li>increasing 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</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>  | <ul style="list-style-type: none"> <li>increasing 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</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>  |
| <b>Poetry &amp; Performance</b> | <ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</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> </ul>  | <ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul>  | <ul style="list-style-type: none"> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>recognising some different forms of poetry</li> </ul>  | <ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>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</li> </ul>  | <ul style="list-style-type: none"> <li>learning a wider range of poetry by heart</li> <li>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</li> </ul>  |
| <b>Word meanings</b>            | <ul style="list-style-type: none"> <li>discussing word meanings, linking new meanings to those already known</li> </ul>  | <ul style="list-style-type: none"> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> </ul>  | <ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>  | <ul style="list-style-type: none"> <li>using dictionaries to check the meaning of words that they have read</li> </ul>  |   |   |
| <b>Understanding</b>            | <ul style="list-style-type: none"> <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> </ul>   | <ul style="list-style-type: none"> <li>discussing the sequence of events in books and how items of information are related</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> </ul>  | <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> | <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> | <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>   | <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>   |
| <b>Inference</b>                | <ul style="list-style-type: none"> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> </ul>   | <ul style="list-style-type: none"> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> </ul>  | <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>   | <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>   | <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>   | <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>   |
| <b>Prediction</b>               | <ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>   | <ul style="list-style-type: none"> <li>predicting what might happen on the basis of what has been read so far</li> </ul>   | <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>  | <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>  | <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>  | <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>  |
| <b>Authorial Intent</b>         |  |  | <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>  | <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>  | <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>  | <ul style="list-style-type: none"> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>  |
| <b>Non-fiction</b>              |  | <ul style="list-style-type: none"> <li>being introduced to non-fiction books that are structured in different ways</li> </ul>  | <ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>  | <ul style="list-style-type: none"> <li>retrieve and record information from non-fiction</li> </ul>  | <ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>   | <ul style="list-style-type: none"> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> </ul>   |
| <b>Discussing reading</b>       | <ul style="list-style-type: none"> <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>participate in discussion about books, poems &amp; other works that are read to them &amp; 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>participate 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</li> </ul>  | <ul style="list-style-type: none"> <li>participate 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</li> </ul>  | <ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views</li> </ul> | <ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views</li> </ul> |
|                                 | Objectives for Year 3 and Year 4 are and so are reprinted identically.   |  |   |   | Objectives for Year 5 and Year 6 are and so are reprinted identically.  |   |