

Skills Progression Grid: Reading

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phonics and Decoding	<p>30 – 50 months</p> <ul style="list-style-type: none"> *To enjoy rhyming and rhythmic activities. *To show an awareness of rhyme and alliteration. *To recognise rhythm in spoken words. *Set 1 sounds and words 	<p>40 – 60 months</p> <ul style="list-style-type: none"> *To continue a rhyming string. *To hear and say the initial sound in words. *To segment the sounds in simple words and blend them together and know which letter represents some of them. *To link sounds to letters, naming and sounding the letters of the alphabet. Early Learning Goal *To use phonic knowledge to decode regular words and read them aloud accurately. *Set 2 sounds and words 	<ul style="list-style-type: none"> *To apply phonic knowledge and skills as the route to decode words. *To blend sounds in unfamiliar words using the GPCs that they have been taught. *To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. *To read words containing taught GPCs. *To read words containing -s, -es, -ing, -ed and -est endings. *To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> *To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. *To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. *To accurately read most words of two or more syllables. *To read most words containing common suffixes.(Please see Spelling document for list of words.) 	<ul style="list-style-type: none"> *To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). *To apply their 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. (Please see Spelling document for list of words.) *To 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. (Please see Spelling document for list of words.) 	<ul style="list-style-type: none"> *To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. *To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. (Please see Spelling document for list of words.) 	<ul style="list-style-type: none"> *To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. *To apply their 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. (Please see Spelling document for list of words.) 	<ul style="list-style-type: none"> *To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues
Common Exception Words	<p>30 – 50 months</p> <ul style="list-style-type: none"> * To read their own name. 	<p>Early Learning Goal</p> <ul style="list-style-type: none"> *To read some common irregular word 	<ul style="list-style-type: none"> *To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> *To read most Y1 and Y2 common exception words (Please see spelling document for list of words), noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> *To read all Y3/Y4 exception words (Please see spelling document for list of words), discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> *To read all Y3/Y4 exception words (Please see spelling document for list of words), discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> *To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> *To read all of the Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<p>30 – 50 months</p> <ul style="list-style-type: none"> *To show interest in illustrations and print in books and print in the environment. *To recognise familiar words and signs such as own name and advertising logos. *To look and handle books independently (holds books the correct way up and 	<p>40 – 60 months</p> <ul style="list-style-type: none"> *To ascribe meanings to marks that they see in different places. *To begin to break the flow of speech into words. *To begin to read words and simple sentences. Early Learning Goal *To read and understand simple sentences. 	<ul style="list-style-type: none"> *To accurately read texts that are consistent with their developing phonic knowledge that does not require them to use other strategies to work out words. *To re-read texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> *To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. *To re-read these books to build up fluency and confidence in word reading. *To read words accurately and fluently without overt 	<ul style="list-style-type: none"> *To be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words *Read new words outside their spoken vocabulary, making a good guess at pronunciation; *When reading aloud, speak 	<ul style="list-style-type: none"> *To be able to read age appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words. *Is starting to sight read a range of exception words within Year 3 and 4 list Children learn to: read 	<ul style="list-style-type: none"> *To be able to read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace *Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity 	<ul style="list-style-type: none"> Is able to show that they can: read age appropriate texts fluently and with confidence learn and recite a wider range of poetry, sometimes by heart; read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the

	turns pages).			sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	audibly and with growing fluency * Now approach familiar texts with confidence but still need support with unfamiliar materials. *To be able to start using expression within dialogue, and is starting to use grammatical marks such as commas, question marks and full stops. *Developing stamina as readers, are able to read for longer periods and cope with more demanding texts. *Their increased fluency aids comprehension and allows them to start to self-correct. *Are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts.	words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words. * Now approach familiar texts with confidence but still need support with unfamiliar materials. * To be able to use expression within dialogue, understands how grammatical marks such as commas, questions marks and full stops influences reading fluency. Is able now able to use appropriate expression when reading sentences with fronted adverbials i.e. a slight pause indicated by the comma after the fronted adverbial. *Listen to and read longer texts by well-known authors including some children's classics and contemporary children's literature. *Listen to and read books that are structured in different ways (for example stories told through diary entries, play scripts,	*Prepare readings using appropriate intonation to show their understanding *Notice more sophisticated punctuation e.g. of parenthesis, multi clauses and commas for clarity, and use expression accordingly For example: relative clauses i.e. slight pauses indicated by the commas around the relative clause and brackets or dashes i.e. slight pauses indicated by the brackets or dashes *Is able to sight-read all Y3- 4 exception words and some Y5-6 words (and similar) with automaticity.	meaning is clear to the audience notice and respond to punctuation and phrasing when reading aloud; gain, maintain and monitor the interest of the listener *Is able to automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.
Understand and correcting inaccuracies	30 - 50 months *To know that print carries meaning and, in English, is read from left to right and top to bottom.	40 - 60 months *To understand humour, e.g. nonsense rhymes jokes.	*To check that a text makes sense to them as they read and to self-correct.	*To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. *To check that the text makes sense to them as they read and to correct inaccurate reading	Within reading partners, children will get the chance to be the reader and the coach. The coach's job entails listening to the reader and checking for inaccuracies. During this time, if the child has shown any inaccuracies they will be asked to do the following: - Go back and read that word again - Read that word in the sentence again - Smooth that out - Make your voice match that feeling - That was smooth reading - I think it was a little bit choppy. Try it again			
Comparing, contrasting and commenting	30 - 50 months *To listen to stories with increasing attention and recall. *To begin to be aware of the way stories are structured. *To describe main story settings, events and principal characters	40 - 60 months *To enjoy an increasing range of books. *To follow a story without pictures or props. Early Learning Goal *To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or	*To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. *To link what they have read or have read to them to their own experiences. *To retell familiar stories in increasing detail. *To join in with discussions	*To participate in discussion about books, poems and other works that are read to them (At a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. *To become increasingly	*To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. *To use appropriate terminology when discussing texts (plot, character, setting).	*To discuss and compare texts from a wide variety of genres and writers. *To read for a range of purposes. *To identify themes and conventions in a wide range of books.	*To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. *To participate in	*To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and

		<p>actions.</p> <p>*To demonstrate understanding when talking with others about what they have read.</p>	<p>about a text, taking turns and listening to what others say.</p> <p>*To discuss the significance of titles and events.</p>	<p>familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>*To discuss the sequence of events in books and how items of information are related.</p> <p>*To recognise simple recurring literary language in stories and poetry.</p> <p>*To ask and answer questions about a text.</p> <p>*To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>*To 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>discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>*To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>*To recommend texts to peers based on personal choice.</p>	<p>traditions.</p> <p>*To recognise more complex themes in what they read (such as loss or heroism).</p> <p>*To 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.</p> <p>*To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>*To draw out key information and to summarise the main ideas in a text.</p> <p>*To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>*To compare characters, settings and themes within a text and across more than one text.</p>
<p>Words in Context and Authorial Intent</p>	<p><u>30 - 50 months</u></p> <p>*To build up vocabulary that reflects the breadth of their experiences.</p>	<p><u>40 - 60 months</u></p> <p>*To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>*To use vocabulary and forms of speech that is increasingly influenced by their experiences of books.</p>	<p>*To discuss word meaning and link new meanings to those already known.</p>	<p>*To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>*To discuss their favourite words and phrases.</p>	<p>*To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect</p>	<p>*Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>*To discuss vocabulary used by the author to create effect including figurative language.</p> <p>*To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>*To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<p>Inference</p>	<p><u>30 - 50 months</u></p> <p>*To begin to understand 'why' and 'how' questions.</p>	<p><u>Early Learning Goal</u></p> <p>*To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>*To begin to make simple inferences.</p>	<p>*To make inferences on the basis of what is being said and done.</p>	<p>*To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>*To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</p>	<p>*To draw inferences from characters' feelings, thoughts and motives.</p>	<p>*To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>*To discuss how characters change and</p>

								develop through texts by drawing inferences based on indirect clues.
Prediction	30 - 50 months *To suggest how a story might end.	40 - 60 months *To continue to suggest how a story might end.	*To predict what might happen on the basis of what has been read so far.	*To predict what might happen on the basis of what has been read so far in a text.	*To justify predictions using evidence from the text.	*To justify predictions from details stated and implied.	*To make predictions based on details stated and implied, and begin to justify them in detail with evidence from the text.	*To continue to make predictions based on details stated and implied, and confidently justify them in detail with evidence from the text.
Non-fiction	30 - 50 months *To know that information can be relayed in the form of print.	40 - 60 months *To know that information can be retrieved from books and computers.	*To recognise that non-fiction books are often structured in different ways.	*To recognise that non-fiction books are often structured in different ways. *To retrieve information from non-fiction texts.	*To retrieve and record information from non-fiction texts. *To use some organisational devices to find information.	*To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. *To use dictionaries to check the meaning of words that they have read.	*To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	*To retrieve, record and present information from non-fiction texts. *To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Poetry	30 - 50 months *To anticipate key events and phrases in rhymes and stories.	40 - 60 months *To recall some simple rhymes. Early Learning Goal *To express them effectively, showing awareness of listeners' needs	*To understand what a poem is and recite simple poems by heart.	*To continue to build up a repertoire of poems learnt by heart. *To understand the meaning of simple poems.	*To understand the meaning of poems and recite them by heart. *To identify some of the features of poetry (rhyming; repetition; similes; onomatopoeia; alliteration)	*To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). *To know some of the features of poems (repetition; similes; onomatopoeia; personification; alliteration; rhyming; layout)	*To understand increasingly more complex poems. *To identify the features of poems and begin to explain the effect these have.	*To understand more complex poems. *To identify the features of poems and explain the effect these have.