

Progression of Skills in Reading

| | Early Years | Year 1 | Year 2 | Year 3 |
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| Word Reading | <ul style="list-style-type: none"> Says a sound for each letter in the alphabet and at least 10 digraphs. Reads words consistent with their phonic knowledge by sound-blending. Reads aloud simple sentences and books that are consistent with the phonic knowledge, including some common misconception words. | <ul style="list-style-type: none"> Matches all 40+ graphemes to their phonemes. Blends sounds in unfamiliar words. Divides words into syllables. Reads compound words. Reads words with contractions and understands that the apostrophe represents the missing letters. Reads phonetically decodable words. Reads words that end with 's, -ing, -ed, -est'. Reads words that start with 'un'. Reads words of more than one syllable that contain taught GPCs (Grapheme phoneme correspondence). Reads words with contractions (e.g. I'm) and understands that the apostrophe represents the omitted letter(s). Accurately reads aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out the words. Re-reads books to enhance their fluency and confidence in word reading. | <ul style="list-style-type: none"> Decodes automatically and fluently. Blends sounds in words that contain the graphemes they have learnt. Recognises and reads alternative sounds for graphemes. Reads accurately words of two or more syllables that contain the same GPCs. Reads words with common suffixes. Reads common exception words. Reads and comments on unusual correspondence between grapheme and phoneme. When they have read them before, reads most words quickly and accurately without sounding out and blending. Reads most suitable books accurately, showing fluency and confidence. | <ul style="list-style-type: none"> Applies knowledge of root words, prefixes and suffixes to read and understand the meaning of unfamiliar words. Reads further exception words, noting the unusual correspondence between the spelling and sound. Attempts pronunciation of unfamiliar words by drawing on prior knowledge of similar looking words. |
| Comprehension | <ul style="list-style-type: none"> Retells stories and narratives using their own words and recently introduced vocabulary. Understands and uses recently introduced vocabulary in discussions about stories, rhymes and poems and during role-play. | <ul style="list-style-type: none"> Says what they like and do not like about a text. Links what they have heard or read to their own experiences. Re-tells key stories orally using narrative language. Talks about the main characters within a well-known story. Learns some poems and rhymes by heart. Uses what they already know to understand texts. Checks their reading makes sense and re-reads to correct when it doesn't. Draws inferences from the text/illustrations. (Beginning) Makes predictions about the events in the text. Explains what they think a text is about. | <ul style="list-style-type: none"> Talks about and gives an opinion on a range of texts. Discusses the sequence of events in texts and how they relate to each other. Uses prior knowledge, including context and vocabulary, to understand texts. Retells stories, including fairy tales and traditional tales. Reads for meaning and checks that the text makes sense, re-reading when it does not make sense. Finds recurring language in stories and poems. Talks about their favourite words and phrases in poems and stories. Recites some poems by heart, with appropriate intonation. Answers and asks questions. Draws (simple) inferences from illustrations, events, characters' actions and speech. | <ul style="list-style-type: none"> Reads a range of fiction, poetry, plays and non-fiction texts. Discusses the texts they have read. Reads aloud and independently, taking it in turns and listens to others. Explains how non-fiction books are structured in different ways and uses them effectively. Explains some of the different types of fiction books. Asks relevant questions to gain a better understanding of a text. Predicts what might happen based on details they have been given. Draws inferences such as inferring a character's feelings, motives and thoughts from their actions. Uses a dictionary to check the meaning of unfamiliar words. Identifies the main point of a text. Explains how structure and presentation contribute to the meaning of texts. Uses non-fiction texts to retrieve information. Prepares poems to read aloud, showing understanding through intonation, tone, volume and action. |

| | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| Word Reading | <ul style="list-style-type: none"> • Applies knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Reads further exception words, noting the unusual correspondence between spelling and sound. • Attempts pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. | <ul style="list-style-type: none"> • Applies knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Reads further exception words, noting the unusual correspondence between spelling and sound. • Attempts pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Re-reads and reads ahead to check for meaning. | <ul style="list-style-type: none"> • Applies knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. • Uses their combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia. • Attempts pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. • Reads fluently, using punctuation to inform meaning. |
| Comprehension | <ul style="list-style-type: none"> • Knows which books to select for specific purposes, especially in relation to science, history and geography learning. • Uses the dictionary to check the meaning of unfamiliar words. • Discuss and records words and phrases that writers use to engage and impact on the reader. • Identifies the literary conventions in different texts. • Identifies the (simple) themes in different texts. • Prepares poems to read aloud and perform, showing understanding through intonation, tone, volume and action. • Explains the meaning of words in context. • Asks relevant questions to improve their understanding of a text. • Infers meanings and begins to justify them with evidence from the text. • Predicts what might happen from details stated and the information they have deduced. • Identifies where the writer has used precise word choices for effect to impact on the reader. • Identifies some text type organisational features, for example, narrative, explanation and persuasion. • Retrieves information from non-fiction texts. • Builds on others' ideas and opinions about a text, in a discussion. | <ul style="list-style-type: none"> • Talks about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. • Reads non-fiction texts and identifies the purpose, structure and grammatical features, evaluating their effectiveness. • Identifies significant ideas, events and characters and discusses their significance. • Recites poems by heart, e.g. narrative verse, haiku. • Prepares poems to read aloud and perform, showing understanding through intonation, tone, volume and action. | <ul style="list-style-type: none"> • Talks about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Discusses the features of each. • Reads books that are structured in different ways. • Recognises texts that contain features from more than one text type. • Evaluates how effectively texts are structured and presented. • Reads non-fiction texts to help with their learning. • Reads accurately and can check their own understanding. • Recommends books to others and gives reasons for their recommendation. • Identifies themes in texts. • Identifies and discusses the conventions in different text types. • Identifies the key points in a text. • Recites a range of poems by heart, e.g. narrative verse, sonnet. • Prepares poems and plays to read aloud and perform, showing understanding through intonation, tone, volume and action. |