



Progression of Skills

Reading

Reading progression

Early Years

Phonological awareness					
<ul style="list-style-type: none"> *Awareness of rhyme and alliteration. *Listening to and isolating everyday sounds, environmental and instrumental. 	<ul style="list-style-type: none"> *Ability to produce rhyme, rhyming pairs and strings. *Identify words that don't rhyme. *Print awareness. 	<ul style="list-style-type: none"> *Clapping and counting syllables in words. *Says the word when given two syllables. 	<ul style="list-style-type: none"> *Recognises by hearing initial sounds in words. *List words that start with the same sound. 	<ul style="list-style-type: none"> *Can count sounds in word. *Has an awareness of the beginning, middle and end sounds in words. *Combining and blending the separate sounds in words. 	<ul style="list-style-type: none"> *Segments and blends words. *Phoneme manipulation. *Able to delete phonemes to create new words.
Word reading					
<ul style="list-style-type: none"> *Recognises some letter shapes. *Start matching some letter sounds to letters or shows interest in play with sounds and words. *May start to recognise their name in print and other often seen words, like those on signs and logos. 	<ul style="list-style-type: none"> *Counts or claps syllables in a word. *Begins to hear initial sounds in words. *Orally segments and blends sounds in words. *Recognises letters either by name or sound. 	<ul style="list-style-type: none"> *Reads individual letters by saying the sounds for them. *Identify the initial, medial and final sound in CVC words. *Blends sounds in short words (phase 2). 	<ul style="list-style-type: none"> *Segment and blend words for reading. *Start to recognise some words by sight. *Recognise and say digraph sounds (phase 3). 	<ul style="list-style-type: none"> *Reads phonetically decodable phrases and sentences including some 'tricky' words. 	<ul style="list-style-type: none"> *Applies phonic knowledge to decode words. *Reads with speed and fluency. *Recognises some phase 5 phonemes.
Comprehension					
<ul style="list-style-type: none"> *Enjoy sharing a book with an adult. *Look at pictures and name familiar items. *Answer questions and engage in conversations about what they've seen in books. *Recognise the covers of favourite books. *Start pretending to read by turning the page and making up stories. *Joins in singing rhymes and songs. 	<ul style="list-style-type: none"> *Know the correct way to hold and handle a book. *Understand that text is read from left to right and pages are read from top to bottom. *Start noticing words that rhyme. *Retell their own simple stories using new vocabulary. *Ask questions. 	<ul style="list-style-type: none"> *Describe events in stories in some detail. *Retell a story in order using words and pictures. *Predict what happens next in the story based on what they have heard so far. *Predict how a story might end. *Understand recently introduced vocabulary. 	<ul style="list-style-type: none"> *Ask and answer 'who', 'what', 'where', 'when' and 'why' questions about a story. *Answer retrieval questions, where answers can be found in the pictures. *Inference questions related to a characters emotions. *Recall and discuss stories or information that have been read to them or they have read themselves. 	<ul style="list-style-type: none"> *Retell stories and narratives using new vocabulary in context. *Anticipates key events in stories and makes use of what they know about stories to make predictions. *Uses new vocabulary in play when imagining and recreating. 	<ul style="list-style-type: none"> *Participates in discussion about what is read to them, taking turns and listening to what others say. *Talks confidently about what they have read and engage in discussions around new words. *Show understanding by checking that a text makes sense and self correcting. *Make links between texts.

Reading progression

Years 1 - 6

	Y1	Y2	Y3	Y4	Y5	Y6
Range of reading/ familiarity with texts	<p>*Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond what at which they can read independently.</p> <p>*Be encouraged to link what they read or hear read to their own experiences.</p> <p>*Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>*Recognise and join in with predictable phrases.</p>	<p>*Listen to, discuss and express 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.</p> <p>*Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>*Be introduced to non-fiction books that are structured in different ways.</p> <p>*Recognise simple recurring literary language in stories and poems.</p>	<p>*Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*Read books that are structured in different ways and read for a range of purposes.</p> <p>*Increase their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally.</p> <p>*Identify and discuss themes and conventions in a wide range of writing.</p>	<p>*Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*Read books that are structured in different ways and read for a range of purposes.</p> <p>*Increase their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally.</p> <p>*Identify and discuss themes and conventions in a wide range of writing.</p>	<p>*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*Read books that are structured in different ways and reading for a range of purposes.</p> <p>*Make comparisons within and across books.</p> <p>*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.</p> <p>*Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>*Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>*Read books that are structured in different ways and reading for a range of purposes.</p> <p>*Make comparisons within and across books.</p> <p>*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.</p> <p>*Identify and discuss themes and conventions in and across a wide range of writing.</p>
Decoding	<p>*Apply phonic knowledge and skills to decode words.</p> <p>*Read speedily all 40+ phonemes.</p> <p>*Read accurately by blending taught GPCs.</p> <p>*Read common exception words.</p> <p>*Read words with common suffixes (-s, -es, -ing, -ed, -er, -est).</p> <p>*Read words of more than one syllable that contact taught GPCs.</p> <p>*Read words with contractions and understand the apostrophe.</p> <p>*Read aloud phonetically-decodable texts and re-read</p>	<p>*Continue to apply phonic knowledge and skills until automatic decoding is embedded and reading is fluent.</p> <p>*Read accurately by blending, including alternative sounds for graphemes.</p> <p>*Read words of 2 or more syllables using these graphemes.</p> <p>*Read words containing common suffixes.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they mean.</p> <p>*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they mean.</p> <p>*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>*Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

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	these to build fluency and confidence.	<p>*Read further common exception words, noting unusual correspondences between spelling and sound.</p> <p>*Read most words quickly and accurately without overt sounding and blending.</p> <p>*Read aloud phonetically-decodable texts, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>*re-read these books to build fluency and confidence.</p>				
Word meaning and vocabulary	*Discuss word meanings, linking new meaning to those already known.	<p>*Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>*Discuss their favourite words and phrases.</p>	<p>*Use dictionaries to check the meaning of words that they have read.</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>*Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p>Find the meaning of new words using the context of the sentence.</p>	<p>Investigate alternative words choices that could be made.</p> <p>Re-write passages using alternative word choices.</p> <p>Read around the word and explore its meaning in the broader context of a section or paragraph.</p>	<p>Explore the meaning of words in context by reading around the word and independently explore its meaning in the broader context of a section or paragraph.</p>
Non fiction Retrieval	<p>Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p>	<p>Remember significant events and key information about the text that they have read.</p> <p>Independently read and answer simple questions about what they have just read.</p> <p>Ask and answer retrieval questions.</p>	<p>*Retrieve and record information from non-fiction, and fiction.</p> <p>Learn the skill of skim and scan to retrieve details.</p> <p>Begin to use quotations from the text.</p>	<p>*Retrieve and record information from non-fiction.</p> <p>Confidently skim and scan texts to record details.</p> <p>Use relevant quotes to support answers to questions.</p>	<p>*Distinguish between statements of fact and opinion.</p> <p>*Retrieve, record and present information from non-fiction.</p> <p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across larger sections of text.</p>	<p>*Distinguish between statements of fact and opinion.</p> <p>*Retrieve, record and present information from non-fiction.</p> <p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Use evidence from across whole chapters or texts.</p>
Inference	*Make inferences on the basis of what is being said and done.	*Make inferences on the basis of what is being said and done.	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions	*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions	*Draw inferences such as inferring characters' feelings, thoughts and motives from their	*Draw inferences such as inferring characters' feelings, thoughts and motives from their

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	Infer basic points with direct reference to the pictures and words in the text.	*Answer and ask questions. Infer basic points and begin, with support, to pick up on subtler references. Use pictures or words to make inferences.	and justify inferences with evidence. Ask and answer questions appropriately.	and justify inferences with evidence. Use more than one piece of evidence to justify their answer.	actions and justifying inferences with evidence. Use figurative language to infer meaning. Give one or two pieces of evidence to support the point they are making. Begin to draw evidence from more than one place across a text.	actions and justifying inferences with evidence. Give more than one piece of evidence to support each point made (can draw from different places across the text).
Understanding Sequencing/ summarising	*Draw on what they already know or on background information and vocabulary provided by the teacher. *Check the text makes sense to them as they read and correct inaccurate reading. *Discuss the significance of the title and events. Sequence the events of a story they are familiar with.	*Discuss the sequence of events in books and how items of information are related. *Draw on what they already know or on background information and vocabulary provided by the teacher. *Check that the text makes sense to them as they read and correct inaccurate reading.	*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 text. *Identify the main ideas drawn from more than one paragraph and summarising these. Begin to distinguish between the important and less important information in a text. Make simple notes from one source of writing.	*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 text. *Identify the main ideas drawn from more than one paragraph and summarising these. Write a brief summary of main points, identifying and using important information. Highlight key information and record it in bullet points.	*Check that the book makes sense to them, discussing their understanding and explore the meaning of words in context. *Ask questions to improve their understanding. *Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Highlight key information and record it in bullet points, diagrams and maps etc.	*Check that the book makes sense to them, discussing their understanding and explore the meaning of words in context. *Ask questions to improve their understanding. *Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Highlight key information and record it in bullet points, diagrams and maps etc.
Prediction	*Predict what might happen on the basis of what has been read so far.	*Predict what might happen on the basis of what has been read so far.	*Predict what might happen from details stated and implied.	*Predict what might happen from details stated and implied. Justify predictions using evidence from the text.	*Predict what might happen from details stated and implied. Support predictions with relevant evidence from the text. Confirm and modify predictions as they read on.	*Predict what might happen from details stated and implied. Support predictions with relevant evidence from the text. Confirm and modify predictions in light of new information.
Authorial intent/ Explaining			*Discuss words and phrases that capture the reader's interest and imagination.	*Discuss words and phrases that capture the reader's interest and imagination.	*Discuss and evaluate how authors use language, including figurative	*Discuss and evaluate how authors use language, including figurative

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			Identify how language, structure and presentation contribute to meaning.	Identify how language, structure and presentation contribute to meaning.	language, considering the impact on the reader. *Identify how language, structure and presentation contribute to meaning.	language, considering the impact on the reader. *Identify how language, structure and presentation contribute to meaning.
Book talk	*Participate in discussion about what is read to them, taking turns and listening to what others say. *Explain clearly their understanding of what is read to them.	*Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say. *Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	*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.	*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.	*Recommend books that they have read to their peers, giving reasons for their choices. *Participate in 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. *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. *Provide reasoned justification for their views.	*Recommend books that they have read to their peers, giving reasons for their choices. *Participate in 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. *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. *Provide reasoned justification for their views.
Poetry and performance	*Learn to appreciate rhymes and poems and to recite some by heart.	*Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	*Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. *Recognise some different forms of poetry, e.g. free verse, narrative and poetry.	*Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. *Recognise some different forms of poetry, e.g. free verse, narrative and poetry.	*Learn a wider range of poetry by heart. *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.	*Learn a wider range of poetry by heart. *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.