

St Martin's Catholic Primary School

Progression in Reading skills

EYFS to Year 6



WORD READING	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Letters and Sounds Phases 1-3 including CEW. Start to recognise familiar words and signs and read words and simple sentences. Segment the sounds in simple words and blend them together and know which letters represent some sounds Hear and say the initial sound in words and link sounds to letters naming and sounding the letters in the alphabet	Consolidate Reception AND Phase 4 and 5 Letters and Sounds apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in	Consolidate Year 1 phonics Phases AND Phase 6 continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes	<i>At this stage teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</i> apply their growing knowledge of root words, prefixes (e.g. <i>un-dis-mis-re-</i>) and suffixes (e.g. <i>-ation -ous</i>) (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in	<i>At this stage teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.</i> apply their growing knowledge of root words, prefixes (e.g. <i>un-dis-mis-re-</i>) and suffixes (e.g. <i>-ation -ous</i>) (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in	<i>At this stage there should be no need for further direct teaching of word reading skills for almost all pupils.</i> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	<i>At this stage there should be no need for further direct teaching of word reading skills for almost all pupils.</i> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

		the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.	the word. Begin to accurately and fluently read books written at an age appropriate level at a speed that is sufficient to enable a focus on understanding.	the word. Begin to accurately and fluently read books written at an age appropriate level at a speed that is sufficient to enable a focus on understanding.		
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	Look at books independently and handle books carefully Show interest in illustrations and print in books and in the environment Listen to stories with increasing attention and recall and enjoy an increasing range of books	Pupils should be taught to Develop pleasure in reading Motivation to read Vocabulary Understanding <u>ENGAGING</u> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently link what they read or hear read to their own experiences Make personal reading choices and make simple comments about preferences	Pupils should be taught to Develop pleasure in reading Motivation to read Vocabulary Understanding <u>ENGAGING</u> 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 Read for a range of purposes Make personal reading choices and make simple comments about preferences Recommend books they have read to their peers identify appropriate non-fiction books to find out information	Pupils should be taught to Develop positive attitudes to reading Understand what they read <u>ENGAGING</u> Regularly listen to and discuss a a wide range of fiction, including whole books poetry, plays, non-fiction and reference books or textbooks Read for a range of purposes Make personal reading choices and explain reasons for these referring to author, blurb and content Recommend books they have read to their peers Appraise non-fiction texts to evaluate their usefulness	Pupils should be taught to Develop positive attitudes to reading Understand what they read <u>ENGAGING</u> Regularly listen to and discuss a a wide range of fiction, including whole books poetry, plays, non-fiction and reference books or textbooks Read for a range of purposes Make personal reading choices and explain reasons for these referring to author, blurb and genre Recommend books they have read to their peers Quickly appraise non-fiction texts to evaluate their usefulness	Pupils should be taught to Maintain positive attitudes to reading Understand what they read <u>ENGAGING</u> Regularly listen to and discuss a wide range of fiction, including whole books poetry, plays, non-fiction from a wide range of authors and genres which they might not choose to read for themselves Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks Make personal reading choices and explain reasons for these e.g. style and genre Recommend books they have read to their peers giving reasons for their choices	Pupils should be taught to Maintain positive attitudes to reading Understand what they read <u>ENGAGING</u> Regularly listen to and discuss a a wide range of fiction, including whole books poetry, plays, non-fiction from a wide range of authors and genres which they might not choose to read for themselves Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference and textbooks including reading longer texts with sustained interest and stamina Make personal reading choices and explain reasons for these e.g. style and genre

COMPREHENSION ENGAGEMENT						reasons for their choices	Recommend books they have read to their peers giving reasons for their choices
						Quickly appraise non-fiction texts to evaluate their usefulness	Quickly appraise non-fiction texts to evaluate their usefulness

Understanding the structure of texts COMPRENSION	Begin to be aware of the way that stories are structured.	Be introduced to a variety of non-fiction books Distinguish the difference between fiction and non-fiction and discuss the different purposes for reading them Sort non-fiction books into those with similar content/structure Identify simple non-fiction features that support the structure of the text (labels , titles, captions etc.) Discuss the sequence of events in stories identifying the beginning middle and end Discuss a poem's patterns	Be introduced to a variety of non-fiction books that are structured in different ways Identify non-fiction features that support the structure of the text (<i>sub headings, content, glossary ,captions, text boxes diagrams etc.</i>) Discuss the sequence of events in stories identifying the five stages of a story and how items of information are retained Recognise the structure and patterns of simple forms of poetry – <i>list poems, question and answer poems, simple rhyming poetry</i>	Be introduced to a variety of non-fiction books that are structured in different ways Identify non-fiction features that support the structure of the text (<i>sub headings, content, glossary captions, text boxes diagrams etc.</i>) Discuss the sequence of events in stories identifying the five stages of a story and how items of information are retained Recognise the structure and patterns of simple forms of poetry – <i>list poems, question and answer poems, simple rhyming poetry</i>	Read books that are structured in different ways Identify non-fiction features that support the structure of the text sequence the main events in longer stories into the five stages Recognise some different forms of poetry and their structure (<i>free verse Haiku limericks cinquains Kennings</i>)	Read books that are structured in different ways Recognise that different text types use different features to support the structure sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear <i>chronology (flashbacks and time-slip stories)</i> Recognise and compare an increasing range of poetry structures (<i>free verse , narrative poetry, quatrain, tanka</i>)	Read books that are structured in different ways Recognise that different text types use different features to support the structure. sequence the main events in longer stories into the five stages and identify how writers use more complex structures that do not have simple linear chronology (<i>flash-forward, back-story, parallel narrative</i>) Recognise and compare an increasing range of poetry structures (<i>free verse , narrative poetry, sonnets, monologues</i>) and comment on how structures influences meaning.

COMPREHENSION : Themes, conventions and structure of texts							
	Describe main story setting, events and principal characters	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics and retell in a range of contexts (<i>small world, role play etc.</i>)	Becoming very familiar with key stories, fairy stories and traditional tales and continue to retell in a range of context.	increasing their familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, (<i>Grimm fairy tales, Rudyard Kipling 'Just So stories'</i>) and retelling some of these orally	increasing their familiarity with a wide range of books, including (less familiar) fairy stories, myths and legends, and retelling some of these orally	increasing their familiarity with a wide range of books, myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions	increasing their familiarity with a wide range of books, myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
	Listen to and join in stories one to one and in small groups	recognise and join in with predictable phrases and story language	Recognise recurring literary language in stories and poetry (<i>e.g. typical phrases and expressions such as 'run 'run as fast as you can, Long long ago, in a land far, far away...</i>)	identifying themes and conventions in a wide range of books e.g. <i>Typical characters, use of magical devices in fairy stories and folk tales. Triumph of good over evil or weak over strong the conventions of different types of non-fiction writing e.g. the greeting and sign off in a letter</i>	identifying themes and conventions in a wide range of books (<i>safe and dangerous: just and unjust: origins of the earth creation stories</i>) the conventions of different types of writing (<i>e.g. diary written in the first person</i>) and make simple connections between texts (<i>similarities in plot, topic or books by the same author, about the same characters</i>)	identifying themes and conventions in and across a wide range of writing (<i>loss heroism friendship</i>) and conventions of non-fiction writing (<i>5w's in NP reports</i>) and how a common theme is presented in different genres (<i>e.g. pollution in poetry, narrative and other media</i>)	identifying themes and conventions in and across a wide range of writing (<i>characters that challenge stereotypes; conventions of different types of non-fiction writing e.g. biographies and autobiographies</i>)
	Sequence and retell well known stories and events or rhyme using actions and recognise rhythm in spoken word	recognise the elements of a stories, (<i>main events, main characters and whether they are good or bad, settings</i>)	Recognise typical settings (<i>forest for a fairy story, typical characters good and bad and what typically happens to them</i>)			Make comparisons within books (<i>settings themes different characteristics of characters different viewpoints of the same event</i>)	Make comparisons within and across books. (<i>setting themes, different accounts of similar events in different books e.g compare Carrie's War with Goodnight Mr Tom</i>) viewpoints of the same events by different authors.

							<i>different authors.</i>
Performing Poetry and Play scripts COMPREHENSION	Listen to and join in stories one to one and in small groups and recognise rhythm in spoken word Sequence and retell well known rhyme using actions	Learn to appreciate rhymes and poems and learn to recite some by heart Perform poetry in unison following rhythm and keeping time Imitate and invent actions to accompany poetry	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Perform poetry individually or together speaking audibly and clearly.	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Perform poetry individually or together : <i>experiment with expression and use pauses for effect</i>	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Perform poetry individually or together : <i>varying, pace</i>	learning a wider range of poetry by heart 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 Use appropriate interaction between characters in play scripts (<i>body language, facial expression, tone of voice</i>)	learning a wider range of poetry by heart 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 Use appropriate interaction between characters in play scripts (<i>body language, facial expression, tone of voice</i>)

Comprehension Understanding Word Meaning	Use vocabulary that is increasingly influenced by their reading of books	discussing the meanings of words, linking new meanings to known vocabulary	discussing and clarifying the meanings of words, linking new meanings to known vocabulary Use picture dictionaries to check the meaning of words they have read Use morphology to work out the meaning of unfamiliar words (<i>e,g prefixes</i>)	Use dictionaries to check the meaning of words they have read Use morphological and etymological knowledge to work out the meaning of unknown words Including distinguishing shades of meaning among related words <i>NC Appendix 1 year 3/4</i>	Use dictionaries to check the meaning of words they have read Use morphological and etymological knowledge to work out the meaning of unknown words Including distinguishing shades of meaning among related words <i>NC Appendix 1 year 3/4</i>	Use dictionaries to check the meaning of words they have read Use morphological and etymological knowledge to work out the meaning of unknown words Infer the meaning of unfamiliar words <i>NC Appendix 1 year 5/6</i>	Use dictionaries to check the meaning of words they have read Use morphological and etymological knowledge to work out the meaning of unknown words Infer the meaning of unfamiliar words <i>NC Appendix 1 year 5/6</i>
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Understanding the use of language COMPREHENSION	Show awareness and enjoy alliteration, rhyme and rhythm and continue a rhyming string. Use forms of speech that are influenced by books they have read.	Discuss favourite words and phrases in stories and poems	Identify , discuss and collect favourite words and phrases and give reasons for their choice	Identify , discuss and collect favourite words and phrases that capture the readers interest and imagination	Identify , discuss and collect favourite words and phrases that capture the readers interest and imagination	Identify , discuss and collect favourite words and phrases that capture the readers interest and imagination	Identify , discuss and collect favourite words and phrases that capture the readers interest and imagination
		Pupils should be taught to understand both the book they can already read accurately and fluently and those they listen to.	Pupils should be taught to understand both the book they can already read accurately and fluently and those they listen to.	Identify why authors/poets have used particular language Pupils should be taught to understand what they read in books they can read independently and respond by making point + giving evidence	Identify why authors/poets have used particular language <i>e.g similes to create pictures and alliteration to create sound effects</i> Pupils should be taught to understand what they read in books they can read independently and respond by making point + giving evidence	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <i>e.g explore recognise and use the terms metaphor simile and imagery explain the use of humorous language choices</i> Pupils should be taught to understand what they read in books they can read independently and respond by making point + giving evidence + elaboration	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (<i>e.g explore recognise and use the terms personification, analogy, style and effect explain the effect of unusual surprising or dramatic language choices</i>) Pupils should be taught to understand what they read and respond by making point + giving evidence + elaboration

Und Understanding the text COMPREHENSION	Suggest how a story might end	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher discussing the significance of the title and events Use active reading strategies including : checking that the text makes sense to them as they read and correcting inaccurate reading by asking questions about what they do not understand (<i>words or meaning</i>) Answer literal, inferential and evaluate comprehension questions participate in discussion about what is read to them, taking turns and listening to what others say	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including : checking that the text makes sense to them as they read and correcting inaccurate reading by checking that the word they have decoded makes sense and fits in with the text and topic, asking questions about what they do not <i>understand (words or meaning)</i> Answer literal, inferential and evaluate comprehension questions Participate in discussion about books poems and other works that are read to them. Take turns and listen to what others say	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including: checking that the text makes sense to them, discussing understanding explaining the meaning of words in context asking questions to improve their understanding of what they have read. Answer literal, inferential and evaluate comprehension questions giving point + evidence Identify how language structure and presentation contribute to meaning	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including : checking that the text makes sense to them, discussing understanding explaining the meaning of words in context asking questions to improve their understanding of what they have read; re-reading to support understanding Answer literal, inferential and evaluate comprehension questions giving point + evidence Identify how language structure and presentation contribute to meaning	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including : checking that the text makes sense to them, discussing understanding explaining the meaning of words in context asking questions to improve their understanding of what they have read: modifying questions to refine thinking Answer literal, inferential and evaluate comprehension questions giving point + evidence + elaboration Identify how language structure and presentation contribute to meaning	Activate prior knowledge and draw on what they already know or on background information and vocabulary provided by the teacher Use active reading strategies including : checking that the text makes sense to them, discussing understanding explaining the meaning of words in context asking questions to improve their understanding of what they have read: reading ahead to locate clues to support understanding Answer literal, inferential and evaluate comprehension questions giving point + evidence + elaboration

		Explain clearly their understanding of what is read to them. <i>E.g. Hansel was clever when he put stones in his pocket</i>	what others say Explain their understanding of books poems and other materials both those that they listen to and those that they can read themselves	Participate in discussion about books poems and other works that are read to them. Take turns and listen to what others say Explain their understanding of books poems and other materials both those that they listen to and those that they can read themselves	Participate in discussion about books poems and other works that are read to them. Take turns and listen to what others say Explain their understanding of books poems and other materials both those that they listen to and those that they can read themselves	Distinguish between statements of fact and opinion in non-fiction texts Participate in discussion about books poems and other works build upon own and others views and challenge courteously provide reasoned justifications for their views point + evidence + elaboration 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	Identify how language structure and presentation contribute to meaning Distinguish between statements of fact and opinion in non-fiction texts (<i>compare facts and opinions in first-hand accounts compared with a reported example</i>) Participate in discussion about books poems and other works build upon own and others views and challenge courteously provide reasoned justifications for their views point + evidence + elaboration explain and discuss their understanding of what they have read, including through formal
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							presentations and debates, maintaining a focus on the topic and using notes where necessary
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Inference and Prediction	COMPREHENSION	Suggest how a story might end	Make inference on the basis of what is being said and done through details in pictures (eg <i>character puts on sun cream suggests it is sunny</i>)	Make inference on the basis of what is being said and done (<i>Use actions of characters to work out the time of day, where the story is set or what has promoted a characters behaviours</i>)	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (<i>verbs in dialogue</i>)	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (e.g. <i>knowledge of what characters have done so far</i>)	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (e.g. <i>use knowledge of a character to infer how they have changed and suggest reasons</i>)	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (<i>e.g. focus on interactions between characters and what this shows about their relationship and motives</i>)
		Join in with repeated refrains and anticipate key events and phrases in rhymes and stories	predicting what might happen on the basis of what has been read so far <i>e.g. content based upon the title, or picture on the cover of a book</i>)	predicting what might happen on the basis of what has been read so far <i>e.g. how characters might behave based upon what they say or do</i>)	predicting what might happen from details stated and implied e.g. <i>use description of a characters appearance</i>)	predicting what might happen from details stated and implied (e.g. <i>about how a character might act in a particular setting or in response to an event</i>)	predicting what might happen from details stated and implied (<i>e.g. about the consequences of a characters actions or how a character might act using prior knowledge of how characters in other books have behaved</i>)	predicting what might happen from details stated and implied (E.g. <i>how a change of setting/situation might affect how a character behaves. Predict events in stories from other cultures using knowledge of customs and beliefs – Anne Frank's fortunes based upon knowledge of events of WW2</i>)

						<i>change)</i> Make predictions using experience of reading books by the same author or genre (e.g. <i>predict plot structure of an adventure story and what might happen to main character</i>)	Make predictions using experience of reading books by the same author or similar genre (e.g. <i>predict how characters will act in a classic novel based on understanding of period of time in which book is set</i>)
Summarising	Describe main story, events and principal characters	Identify the main idea of a <i>text</i> (<i>the book is about pets</i>)	Identify the main idea of a <i>text</i> (<i>the book is about dogs, what they eat and how to look after them</i>)	Identify and summarise the main idea of a paragraph (<i>This paragraph explains what Horrid Henry did with the water pistol</i>)	Identify and summarise main ideas from more than one paragraph and summarise them(e.g. <i>The character is scared of spiders and the dark and lightening where the ideas are taken across several paragraphs</i>)	Identify and summarise main ideas from more than one paragraph , identify key details that support the main idea (<i>the character is evil because....Windsor Castle is a worthwhile place to visit because</i>) Summarise and present a familiar story in their own words	Identify and summarise main ideas from more than one paragraph , identify key details that support the main idea (<i>Camels are adaptable animals because 1/2/3 reasons given from across the text</i>) Summarise and present a familiar story in their own words Summarise information from more than one text

Navigating the text COMPREHENSION	Hold books the correct way up turn pages and recognise the front and back cover Know that print carries meaning and is read left to right and top to bottom in English Know information can be relayed in the form of print and can be retrieved from books and computers.	Locate a page showing specific information (<i>flick through and look for a particular picture or use contents page</i>)	Locate a page showing specific information in fiction and non-fiction texts. (<i>flick through and look for a particular picture or use contents page or headings</i>) Scan a short section of text for key words	Retrieve and record information from non-fiction (<i>From a single point of reference in the text in contents headings or subheadings</i>) Scan a short section of text for key words to retrieve information	Retrieve and record information from non-fiction (<i>From a single point of reference in the text- paragraph or page- in contents index headings or subheadings</i>) Scan a short section of text for key words to retrieve information	Retrieve and record and present information from non-fiction From more than one point of reference in the text(- <i>in contents index headings or subheadings Children should identify the references that are most useful</i>) Apply information retrieval skills in other subjects Scan for words or phrases to retrieve information Skim a text for gist in order to see if a text is relevant or to locate relevant section for close reading	Retrieve and record and present information from non-fiction From more than one point of reference in the text - (<i>in contents index headings or subheadings Children should identify the references that are most useful</i>) Apply information retrieval skills in other subjects and for own personal use Use a combination of skimming for gist scanning and close reading across a text to locate specific details