

Skills Progression: English Reading

Skills	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>Read common exception words</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions</p> <p>Read aloud phonically decodable texts</p>	<p>To secure phonic decoding until reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p> <p>To read exception words, noting unusual correspondence</p> <p>Read most words quickly and accurately without overt sounding and blending</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of the new word</p> <p>To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of the new word</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of the new word</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Range of Reading</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>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</p> <p>To link what they have read or have read to them to their own experiences.</p>	<p>To listen to, discuss and express view about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p>	<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p> <p>To make comparisons within and across books</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To read books that are structured in different ways and reading for a range of purposes</p> <p>To make comparisons within and across books</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Familiarity with Texts</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To recognise and join in with predictable phrases</p>	<p>To become increasingly familiar with retelling a wider range of stories, fairy tales and traditional tales</p> <p>To recognise simple recurring literary language in stories and poetry</p>	<p>To increase their familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally</p> <p>To identify themes and conventions in a wide range of books</p>	<p>To increase their familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally</p> <p>To identify themes and conventions in a wide range of books</p>	<p>To 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>To identify themes and conventions in and across a wide range of writing</p>	<p>To 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>To identify themes and conventions in and across a wide range of writing</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry and Performance</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p>	<p>To learn and appreciate rhymes and poems, and to recite some by heart</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise some different forms of poetry.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To recognise some different forms of poetry.</p>	<p>To learn a wider range of poetry by heart</p> <p>To prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p>	<p>To learn a wider range of poetry by heart</p> <p>To prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience</p>
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	<p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Word Meaning</p>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</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 discuss and clarify the meaning of words, linking new meanings to known vocabulary</p> <p>To discuss their favourite words and phrases</p>	<p>To use dictionaries to check the meaning of words that they have read</p>	<p>To use dictionaries to check the meaning of words that they have read</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding</p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>To discuss the sequence of events in books and how items of information are related</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>To check that the text makes sense to them as they read and correct inaccurate reading</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 ask questions to improve their understanding of the text</p> <p>To identify the main ideas drawn from more than one paragraph and summarise these</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 ask questions to improve their understanding of the text</p> <p>To identify the main ideas drawn from more than one paragraph and summarise these</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 ask questions to improve their understanding of the text</p> <p>To summarise the main ideas drawing from more than one paragraph, identifying key details to support the main ideas</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 ask questions to improve their understanding of the text</p> <p>To summarise the main ideas drawing from more than one paragraph, identifying key details to support the main ideas</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>To discuss the significance of the title and events</p> <p>To make inferences on the basis of what is being said and done</p>	<p>To make inferences on the basis of what is being said and done</p> <p>To answer and ask questions</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prediction</p>	<p>Anticipate (where appropriate) key events in stories.</p>	<p>To predict what might happen on the basis of what has been read so far</p>	<p>To predict what might happen on the basis of what has been read so far</p>	<p>To predict what might happen from details stated and implied</p>	<p>To predict what might happen from details stated and implied</p>	<p>To predict what might happen from details stated and implied</p>	<p>To predict what might happen from details stated and implied</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Authorial Intent</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>			<p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To identify how language, structure, and presentation contribute to meaning</p>	<p>To discuss words and phrases that capture the reader's interest and imagination</p> <p>To identify how language, structure, and presentation contribute to meaning</p>	<p>To identify how language, structure and presentation contribute to meaning</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact</p>	<p>To identify how language, structure and presentation contribute to meaning</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Fiction</p>	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		<p>To introduce non-fiction books that are structured in different</p>	<p>To retrieve and record information from non-fiction</p>	<p>To retrieve and record information from non-fiction</p>	<p>To distinguish between statements of facts and opinions</p> <p>To retrieve, record and present information from non-fiction</p>	<p>To distinguish between statements of facts and opinions</p> <p>To retrieve, record and present information from non-fiction</p>
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<p>Discussing Reading</p>	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories</p>	<p>To participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>To explain clearly their understanding of what is read to them</p>	<p>To participate in discussion about books, poems and other works that read to them and those that they can read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to those that they read for themselves</p>	<p>To participate in discussion about books, poems and other works that read to them and those that they can read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>To participate in discussion about books, poems and other works that read to them and those that they can read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>To recommend books that they have read to their peers, giving reasons for their choices</p> <p>To participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views</p>	<p>To recommend books that they have read to their peers, giving reasons for their choices</p> <p>To participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>To provide reasoned justifications for their views</p>
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