



Reading Progression of skills

Word Reading	Year 2 (After completing RWI)	Year 3	Year 4	Year 5	Year 6
Decoding	<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. 	<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. -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. 	<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. 	<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. 	<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	<ul style="list-style-type: none"> -To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> -To begin to read Y3/Y4 exception words. 	<ul style="list-style-type: none"> -To read all Y3/Y4 exception 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 Y5/Y6 exception words.
Fluency	<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 reread these books to build up fluency and confidence in word reading. -To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary</p>			
Comprehension					
Understanding and correcting inaccuracies	<ul style="list-style-type: none"> -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. 		<ul style="list-style-type: none"> Ask questions to improve understanding of a text. 		
Comparing contracting	<ul style="list-style-type: none"> -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) 	<ul style="list-style-type: none"> -To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<ul style="list-style-type: none"> -To discuss and compare texts from a wide variety of genres and writers. -To read for a range of purposes. 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -To recognise more complex themes in what they read (such as loss or heroism).



<p>and commenting</p>	<p>and those that they can read for themselves, explaining their understanding and expressing their views. -To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. -To discuss the sequence of events in books and how items of information are related. -To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. -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 use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>-To identify themes and conventions in a wide range of books. -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). -To identify how language, structure and presentation contribute to meaning. -To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>autobiographies) and differences between text types. -To 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. -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. -To identify main ideas drawn from more than one paragraph and to summarise these. -To recommend texts to peers based on personal choice.</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. -To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. -To draw out key information and to summarise the main ideas in a text. -To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. -To compare characters, settings and themes within a text and across more than one text.</p>
<p>Inference and prediction</p>	<p>-To make inferences on the basis of what is being said and done. -To predict what might happen on the basis of what has been read so far in a text.</p>	<p>-To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. -To justify predictions using evidence from the text.</p>	<p>-To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. -To justify predictions from details stated and implied.</p>	<p>-To draw inferences from characters' feelings, thoughts and motives. -To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>-To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). -To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p>Authorial intent</p>	<p>-To discuss and clarify the meanings of words, linking new meanings to known vocabulary. -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. -To discuss authors' choice of words and phrases for effect</p>	<p>-To discuss vocabulary used to capture readers' interest and imagination.</p>	<p>-To discuss vocabulary used by the author to create effect including figurative language. -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>Poetry and performance</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. -To begin to use appropriate intonation and volume when reading aloud.</p>	<p>-To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). -To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud</p>	<p>-To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>-To confidently perform texts (including poems learnt by heart) Christmas Story, Easter Story and the end of year production) using a wide range of devices to engage the audience and for effect.</p>
<p>Non-fiction</p>	<p>-To recognise that nonfiction books are often structured in different ways.</p>	<p>-To retrieve and record information from nonfiction texts.</p>	<p>-To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information. -To use dictionaries to check the meaning of words that they have read.</p>	<p>-To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>-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</p>



					leaflets before a gallery or museum visit or reading a theatre programme or review).
--	--	--	--	--	--