

Reading Progression of Knowledge & Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes for all 40+ phonemes. • 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 the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read multisyllabic	• continue to apply phonic knowledge 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. • Read multisyllabic words containing the same graphemes • read words containing common suffixes • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word •	• apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet • read 51 words from the Y3/4 word list, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read 110 words from the Y3/4 word list, noting the unusual correspondences between spelling and sound, and where these occur in the word.	• Read 50 of the words from the year 5/6 word list • Read suffix -cious or -tious • Read suffix -ant or -ent • Read suffix -ance or -ence • Read suffix -able or -ible • Read suffix -ably or -ibly • 'ough' words read pronounced correctly 'dough', tough' • • Read suffixes beginning with vowel letters to words ending in -fer • Read words with the /i:/ sound spelt ei after c • Read some words with 'silent' letters • Read homophones	• read all words from the year 5 and 6 words list. • words ending in 'ial' read and pronounced correctly 'special', 'official' • continue to distinguish between homophones in reading

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	words containing taught GPCs read contractions and understand use of apostrophe					
Fluency	- To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. - To reread texts to build up fluency and confidence in word reading	- read most words quickly and accurately, without overt sounding and blending. - 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	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 If fluency is a focus area it will be identified on Pupil passports/provision maps and interventions will take place.	- 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 - If fluency is a focus area it will be identified on Pupil passports/provision maps and interventions will take place.	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 If fluency is a focus area it will be identified on Pupil passports/provision maps and interventions will take place.	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 If fluency is a focus area it will be identified on Pupil passports/provision maps and interventions will take place.
Understanding and correcting inaccuracies	To check that a text makes sense to them as they read and to self-correct.	To show understanding by drawing on what they already know or on background information and vocabulary				

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		provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.				
Comparing, contrasting and Commenting	- 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. - To link what they have read or have read to them to their own experiences. - become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - discuss the significance of	- 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) and those that they can read for themselves, explaining their understanding and expressing their views. - To discuss the sequence of events in books and how items of information are related. - To become increasingly familiar with and to retell a wide	- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - To use appropriate terminology when discussing texts (plot, character, setting).	- To discuss and compare texts from a wide variety of genres and writers. - To read for a range of purposes. - To identify themes and conventions in a wide range of books. - To refer to authorial intent.	- To read a wide range of genres, identifying the characteristics of text types 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 summarise ideas - To recommend texts to peers.	- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. - To recognise more complex themes in what they read. - 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

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	the title and events •	range of stories, fairy stories and traditional tales.				explanations and contributions to discussions and to make improvements when participating in discussions. • To summarise the main ideas in a text. • To distinguish 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.
Word context & Authorial choice	• To discuss word meaning and link new meanings to those already known.	• To discuss and clarify the meanings of words, linking new meanings to known vocabulary. • To discuss their favourite words and phrases.	• 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	• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Discuss vocabulary used to capture	• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • To discuss vocabulary used by	• To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • To analyse and evaluate the use of

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			and phrases for effect.	readers' interest and imagination.	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.	language, including figurative language and how it is used for effect, using technical terminology.
Prediction	To predict what might happen on the basis of what has been read so far	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Inference	To begin to make simple inferences	To make inferences on the basis of what is being said and done.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To draw inferences from characters' feelings, thoughts and motives.	- To consider different accounts of the same event and to discuss viewpoints - To discuss how characters change and develop through texts by drawing inferences based on indirect clues.

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Poetry and Performance	To recite simple poems by heart.	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	- 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.	- To recognise and discuss some different forms of poetry. - To prepare and perform poems and play scripts with appropriate techniques to show awareness of the audience when reading aloud	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non Fiction		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	- To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. - To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	- To retrieve, record and present information from non-fiction texts. - To use non-fiction materials for purposeful information retrieval and in contexts where pupils are genuinely motivated to find out information.