

Overview of Progression of reading skills

Over the academic year, the skills below that are the focus for a specific year group are revisited time and time again using a more demanding text.

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Apply phonic knowledge to read unfamiliar words	Nursery – 3-4 Literacy - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Reception Literacy - Read individual letters by saying the sounds for them - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. - Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary,	- To be able to hear and recognise all 40+ phonemes - To be able to match all 40+ graphemes to their phonemes - To identify all 40+ graphemes when reading books closely matched to their level of phonics knowledge - To know when to use phonic knowledge to decode words - To know which parts of words can be decoded using phonics strategies - To blend sounds in unfamiliar words using phonic knowledge - To read common high frequency words using phonic knowledge where appropriate - To read words with familiar endings which have been taught – s, es, ing, ed, er, est - To read words which contain more than one syllable and taught GPC (grapheme, phoneme correspondence) - To know that words can have letters omitted and that an apostrophe represents the letters in a word which are omitted	- To understand the importance of decoding words with automaticity. - To understand that some words are irregular and cannot be decoded using phonic strategies. - To use graphemes to blend sounds accurately. - To know that phonemes may be represented by different graphemes and identify them when reading. - To know that the same grapheme may be read in a number of different ways. - To recognise alternative words and consider methodically which will make sense (meaning). - To apply all of the knowledge above, so that reading is fluent and developing automaticity. - To recognise syllables in words when reading independently or listening aloud. - To know that breaking words into syllables helps to fluently decode words.	- To know that phonics is just one strategy you can use to read unfamiliar words. - To recognise when using phonic strategies will help to read a word and when they will not. - To know and explain what a root word is. - To understand how to use a root word to help read unfamiliar words encountered in a text. - To use root words to read unfamiliar words. - To use root words to help understand the meaning of unfamiliar words. - To know and explain what prefixes and suffixes are. - To understand that prefixes and suffixes can change the meaning of a word. - To use prefixes and suffixes to read unfamiliar words. - To use prefixes and suffixes to understand the meaning of unfamiliar words. - To apply knowledge of root words, prefixes, suffixes to read aloud and to understand the meaning of unfamiliar words.	- To know that phonics is only one strategy to read unfamiliar words. - To know when phonic strategies will help to read an unfamiliar word and when it is not an appropriate strategy. - To use knowledge of root words to help read unfamiliar words. - To use words to help understand the meaning of unfamiliar words. - To use the knowledge of learned prefixes and suffixes to read unfamiliar words. - To use prefixes and suffixes to understand the meaning of unfamiliar words. - To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. - To know that many words have a similar pronunciation but may be written differently. - To use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words.	- To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. - To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - To attempt pronunciation of unfamiliar words drawing on prior knowledge of similar words.	- To apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. - To read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. - To attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

	a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• To find and identify contraction when reading • To read fluently words with contractions • To read phonically decodable texts at their level of phonics knowledge. • To read phonically decodable texts with confidence and increasing automaticity and fluency.	• To read words with two or more syllables accurately and with increasing fluency and automaticity. • To know that some words have unusual correspondence between phoneme and grapheme. • To identify unusual correspondence when reading and decode to retain meaning. • To understand that some words cannot be decoded with phonic strategies. • To know that familiar words do not need to be sounded out and blended. • To read the Year 2 list of familiar words automatically without the need to sound out or blend. • To understand, know and use a range of strategies to read unfamiliar words. • To use a range of strategies to support fluency when decoding words. • To read aloud books which are closely matched to their phonic knowledge • To sound out unfamiliar words accurately and with increasing fluency and automaticity. • To read phonic books fluently and confidently.	• To know that some words may have similar pronunciation but may be written differently. • To use knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. • To know that unfamiliar words can be read by using knowledge of known similar words (analogy).	• To know that unfamiliar words can be read using knowledge of similar words (analogy). • To use analogy drawing on the pronunciation of similar known words to read other words.		
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Comprehension – ● <i>Developing pleasure in reading</i> ● <i>Developing motivation to read</i> ● <i>Increase vocabulary</i> ● <i>Increase understanding of texts</i>	Nursery – 3-4 Communication and language • Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Literacy • Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	• To know that there are different kinds (genre) of books. • To know the difference between a story book (fiction) and an information book (non-fiction). • To find the title, author, blurb, front/back cover and the illustrator of a book. • To express an opinion and say what they like or dislike about a book. • To identify any similarities between books or story, they have experienced. • To listen actively to the ideas other children have about books. • To express whether they disagree with the ideas and opinions other children hold about books. • To suggest and offer reasons why they agree or disagree with other children’s ideas and opinions about books. • To know, recognise and join in with some learnt Year 1 read aloud stories • To recognise and join in with key and common story language. • To recognise common story language, they listen to aloud or when reading independently.	• To know that there are different types of stories • To listen to and read independently a range of different stories. • To make informed choices about which books to read • To explain choices and preferences for books which are preferred. • To know that non-fiction texts have different organisational structure and characteristics, than fiction texts. • To know how to find information in a non-fiction text. • To decide how useful a non-fiction book is to provide information required to complete a task. • To know the difference between poetry and narrative texts. • To know there are different kinds of poetry and be able to list the different types of poetry already learnt. • To listen and appreciate a range of poetry. • To talk about the meaning contained in a range of different poems. • To understand that a poem can tell a story. • To learn and recite a poem by heart, making the meaning	• To understand and be able to explain the different types of narrative stories. • To understand that a sequence of events in a narrative is called the plot. • To be able to identify the plot in a narrative. • To understand and talk about the different plots in narratives. • To know, understand and identify that different kinds of narrative are written using different language. • To recognise the literary language typical of narrative genres that have been read. • To recognise that words and language make the setting of a book – historical, cultural or social. • To know that authors choose words purposely to create an effect with the reader. • To identify and explain why an author has chosen words and language. • To discuss the meaning of words identified in texts. • To use a dictionary to find the meaning of new words. • To record words and language from reading to use in their own writing. • To know and be able to identify the	• To discuss the range of narrative stories heard and read so far and consider similarities and differences. • To understand that narrative stories have different plot patterns. • To know that the plot in a book develops in different ways according to the plot pattern. • To understand that an author can use patterned language for effect. • To find examples of patterned language for effect. • To explain the effect of patterned language in texts. • To identify words and language that show the setting in a book. • To explain how the writer has used words and language to show the setting of a book. • To know that writers choose words and language to show atmosphere, mood and feelings. • To find words and language in reading and explain how authors have used to create atmosphere, mood or feelings. • To use a dictionary to check or find the meaning of new words. • To record words and language from reading to use in their own writing.	• To know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. • To know that these are structured in different ways. • To discuss and explain how and why they have different structures. • To know that non-fiction texts are structured to guide the reader to find information. • To explain how the structure guides the reader to find specific information. • To explain why they enjoyed a book or poem and who might also enjoy it. • To evaluate the usefulness of a non-fiction book to research questions raised.	• To be familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. • To know that texts can have elements of more than one text type. • To identify the elements included in a text type. • To know that non-fiction texts may include a creative, fictional element. • To explain how the choices a writer has made about the structure of a text support its purpose. • To know that style and vocabulary are linked to the purpose of the text. • To explain how the style and vocabulary are linked to the purpose of the text, using evidence. • To make predictions using knowledge of the conventions of different genres and text types. • To explain why they enjoyed a book or poem and
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	- Engage in extended conversations about stories, learning new vocabulary. Understanding the world - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc Reception Communication and language - Understand how to listen carefully and why listening is important - Learn new vocabulary. - Use new vocabulary through the day - Ask questions to find out more and to check they understand what has been said to them. - Articulate their ideas and thoughts in well-formed sentences. - Describe events in some detail. - Engage in storytimes. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs	- To retell familiar and frequently experienced stories in Year 1 using narrative language - To recognise repeated or patterned language in stories read aloud or when reading independently. - To recognise familiar Year 1 poems and rhymes which they experience being read aloud. - To recognise rhyming language. - To recognise repeated patterned language in poems and rhymes when read aloud. - To know and recite some familiar and learnt Year 1 poems and rhymes by heart.	clear and with the correct intonation. - To talk about books or poems read aloud or independently. - To express an opinion about books or poems and give reasons for their preferences. - To retell stories with the key events in the correct chronological order. - To retell a story accurately containing the key events and characters. - To know that stories and poems can have patterned or recurring literary language. - To locate patterned or recurring literary language in poems and stories. - To locate favourite words and phrases. - To talk about and give reasons for favourite words and phrases. - To know that word choice can affect the meaning of a text. - To explain why an author has chosen a word to affect the meaning. - To know that books or texts have a purpose and explain what it is. - To identify the purpose of a book or text and explain what it is. - To understand that books and stories have different	different types of non-fiction books. To know and be able to explain the different ways non-fiction books are structured. - To know how to use a non-fiction book to locate information. - To identify and discuss the meaning of unfamiliar words identified in texts. - To use dictionaries to check and find the meaning of unfamiliar words. - To recognise and name the different types of poetry studied so far. - To know that authors use words and language in poems to create effect. - To discuss the meaning of words and language in poems. - To understand that there can be more than one interpretation of the meaning of a poem - To understand that performance can enhance the understanding of meaning in a poem. - To identify that intonation, volume, tone and actions can be used to enhance the meaning of a poem. - To prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume, tone	- To find similarities in books they have heard or read. To understand that writers start stories in different ways. - To identify and compare different story openings authors use. - To find similarities and differences in the use of language and openings in books read or heard. - To choose a non-fiction text for a specific purpose. - To know where to find the specific information needed in the book. - To know how to use a non-fiction book to find information for a specific purpose. - To identify and discuss the meaning of unfamiliar words. - To use dictionaries to check or find the meaning of unfamiliar words. - To know, recognise and name different forms of poetry. - To know that the words and language in poems create effects. - To identify and explain the effect of words and language in poems. - To know that poems have patterned language and explain the effect of patterned language in poems.	who might also enjoy it. - Evaluate the usefulness of a non-fiction book to research questions raised. - Understand that non-fiction texts may present the same information with different viewpoints. - Evaluate the usefulness of different non-fiction texts by comparing how different writers present the same information - Discuss and evaluate how authors use language, including figurative language, considering the impact. - To identify the characteristics of a writer's style - To explain the characteristics of a writer's style, using evidence - To know that the word and language choices support the writer's purpose. - To explain how the word and language choices support the writer's purpose, using evidence. - To record examples of words and language from reading to use in
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	Engage in non-fiction books.		settings, in terms of places and times. - To identify and explain the setting or time in books or stories. - To discuss the setting or time in books and provide evidence for explanations.	and action.	- To understand that the meaning of poems can be enhanced through performance and to watch performances of poems - To discuss how the meaning of poems can be enhanced through performance. - To identify that intonation, tone, volume and action can be used to enhance meaning. - To prepare and read aloud poems to perform using intonation, tone, volume and action.		own writing. - To know that the techniques and structures used support the writer's purpose. - To explain how the techniques and structures used support the writer's purpose, using evidence. - To record examples of techniques and structure from reading to use in own writing. - To comment on the effectiveness of the writer's use of language structures and techniques.
Comprehension: Understanding books they read and books which are read aloud to them	Reception – Communication and Language - Listen to and talk about stories to build familiarity and understanding. Literacy - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	- To use prior knowledge to understand and comprehend events in texts. - To use picture clues to support comprehension and understanding. - To use picture clues to deepen understanding and comprehension. - To identify unfamiliar words and ask about meaning when listening to stories and reading independently. - To use context to make informed guesses about the meaning of unfamiliar words when listening to stories and reading	- To know that the purpose of reading is to make meaning of the words on the page. - To know, understand and use a range of word decoding strategies. - To check that the text being read makes sense. - To re-read when unsure of meaning, or when meaning has been lost. - To self-correct when meaning is lost. - To use prior knowledge and reading experiences to understand a text. - To use context to understand texts. - To ask questions to clarify understanding.	- To check for understanding in any book they have read. - To ask questions to secure their understanding of a book they have read - To ask questions to deepen understanding of a text. - To use the context of unfamiliar words to explain their meaning. - To check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. - To give and explain a personal response to a text.	- To understand that a reader needs to interact with a text in order to understand it. - To check understanding in any book or text read. - To actively seek the meaning of any words or language not understood. - To ask questions to deepen understanding of a text – between and beyond the lines. - To check the meaning of any familiar words through questioning, discussion or use of dictionaries. - To understand that a writer wants the reader to respond in a certain way.	- To understand that there will be unfamiliar words in texts read. - To use dictionaries to check or find the meaning of unfamiliar words. - To use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. - To ask questions to improve understanding. - To re-read to check that text is meaningful. - To understand that inferences can be drawn from different parts of the text. - To understand that inferences can be made by reading	- To understand that there will be unfamiliar words in texts read. - To use dictionaries to check or find the meaning of unfamiliar words. - To use meaning-seeking strategies to explore the meaning of words in context. - To use meaning-seeking strategies to explore the meaning of idiomatic and figurative language. - To ask questions to improve and deepen

		independently. - To discuss the meaning of unfamiliar words when listening to stories and reading independently - To identify the key events in a story they have heard to read independently - To make predictions based on the events in the story they have heard or read independently. - To know that stories can have similar patterns of events and be able to identify similar stories and texts. - To make links to other stories and justify their ideas. - To identify the main characters in a story when reading independently and listening to stories. - To recognise and describe a character's feelings and emotions. - To offer reasons why they character is experiencing the feeling or emotion. - To offer opinions about a character and justify opinion with evidence. - To identify and know that stories can have characters with similar characteristics and traits.	- To find the answers to retrieval questions about stories, poems or non-fiction texts. - To know what 'reading between the lines' (inference) means. - To locate inferences about characters' thoughts and feelings. - To explain inferences about characters thoughts and feelings. - To offer reasons and explanations for characters' actions and behaviour. - To recognise key ideas in a text. - To recognise that a writer can have a message for the reader. - To explain a writer's message. - To make predictions about possible events. - To make predictions about how characters might behave.	- To use evidence to support response to a text. - To listen to others' personal responses to a text. - To adapt own response in the light of others' responses. - To know that a characters' actions tell the reader about their feelings, thoughts and motives. - To infer and explain a characters' feelings, thoughts and motives from their actions - To use clues in a text to predict what might happen next. - To offer reasons and evidence for their predictions. - To know that texts have a main idea and identify it in a text. - To know that the main idea in a narrative may carry a message for the reader and explain the message. - To know that a message in a book is called a theme. - To recognise and identify books with similar themes. - To know that the organisation and layout of a book helps the reader to understand it. - To understand that the organisation and layout may be different according to the purpose of the book.	- Find where the author has written to make the reader respond in a certain way. - To explain how the author made sure of the reader's response, using evidence from the text. - Compare personal responses to a text with the responses of others. - To empathise with a character. - To understand why a character acted or responded in a certain way. - To understand why the author wanted the character to respond in a certain way. - To make predictions based on the text and from knowledge they have gleaned from other books. - To infer meaning using evidence from events, description and dialogue. - To identify the main ideas in a text or paragraph within a text. - To summarise the main idea of a text in one sentence. - To identify and discuss the theme in a book. - To identify evidence and explain why the evidence shows what the theme of the book is.	between and beyond the lines. - To draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. - To justify inferences with evidence from the text. - To make predictions from evidence found and implied information. - To summarise the main ideas drawn from a text. - To know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. - To explain how the context of a text reflects the reaction of the audience it was written for. Comprehension – provide reasoned justifications for their views. - To give a personal point of view about a text. - To explain the reasons for a viewpoint, using evidence from the text. - To listen to others' ideas and opinions about a text. - To build on others' ideas and opinions	understanding. - To re-read to check that text is meaningful. - To know that a text may need to be read slowly or re-read to deepen understanding. - To know that texts have different layers of meaning-between the lines and beyond the lines. - To find the different layers of meaning in a text. - To explain how they contribute to the reader's understanding of the overall meaning, characters and themes. - To make predictions from evidence found and implied information. - To summarise the main ideas drawn from a text. - To know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. - To explain how the context of a text reflects the
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		- To make links with between characters in other stories and ones they are listening to or read independently - To answer retrieval questions about the book they are listening to or reading independently. - To use information from the story to support their opinion about characters or the plot. - To understand that a writer can leave gaps for the reader to fill, purposely. - To answer questions which fill the gaps in a story (using inference).		- To identify the organisation and layout in books. - To explain how the organisation and layout can help the reader to understand the book. - To know how to find key words or information in a non-fiction text. - To record words and information found in a non-fiction text.	- To make connections of books with similar themes. - To know that the organisation and layout of books vary according to the purpose of a book. - To use the organisation and layout of a book to find specific information. - To skim and scan to locate specific information on a page or in a paragraph. - To record words or information found.	about a text in discussion. - To question others' ideas about a text. - To make connections between other similar texts, prior knowledge and experience. - To explain why there are connections, using evidence. - To compare different versions of texts. - To explain the similarities and differences between different versions of texts. - To evaluate the effectiveness of different versions of texts. - To find the theme in a book - To compare books with similar themes. - To explain how books written in different contexts can have similar themes. Comprehension - Retrieve, record and present information from non-fiction. - To use skimming and scanning to find information needed. - To make notes on needed information.	reaction of the audience it was written for. Comprehension - Retrieve, record and present information from non-fiction. Collate. - To find identified key information in longer and more complex texts. - To collate key information and evaluate its relevance.
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						- To organise notes. - To present information.	
Comprehension – explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using noted where necessary.						- To identify key information from a text. - To summarise key information in sentences. - To find key information from different parts of the text. - To summarise key information from different parts of the text. - To present an oral overview or summary of a text. - To understand that a narrative can be told from different points of view - narrator, character. - To identify the point of view in a narrative. - To explore how events are viewed from another perspective. - To understand that the writer may have a viewpoint. - To identify the writer's viewpoint. For example, how different characters are presented. - To explain the writer's viewpoint with evidence from the text. - To understand the difference between fact and opinion. - To find examples of fact and opinion in texts.	Comprehension - Provide reasoned justification for their views. - To give a personal point of view about a text. - To explain the reasons for a viewpoint, using evidence from the text. - To listen to others' ideas and opinions about a text. - Build on others' ideas and opinions about a text in discussion. - To question others' ideas about a text. - To make connections between texts which may not initially seem similar. - To explain why there are connections, using evidence. - To explain the similarities and differences between different versions of texts. - To identify themes in books which have different cultural, social or historical contexts. - To compare and contrast themes in a range of books.

						To explain why one example is fact and another is opinion.	- To explain how there are common themes in different books, using evidence from reading. Comprehension - 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 identify the key information from a text. - To summarise key information in sentences. - To find key information from different parts of the text. - To summarise key information from different parts of the text. - To present an oral overview or summary of a text. - To understand the difference between fact and opinion. - To find examples of fact and opinion in texts. - To explain why one example is fact and another is opinion.
Comprehension - Participate in discussions about books that are read							Comprehension - Provide reasoned justification for their views.

to them and those they can read for themselves, building on their own and others' ideas and challenging views sensitively.							• To give a personal point of view about a text. • To explain the reasons for a viewpoint, using evidence from the text. • To listen to others' ideas and opinions about a text. • Build on others' ideas and opinions about a text in discussion. • To question others' ideas about a text. • To make connections between texts which may not initially seem similar. • To explain why there are connections, using evidence. • To explain the similarities and differences between different versions of texts. • To identify themes in books which have different cultural, social or historical contexts • To compare and contrast themes in a range of books. • To explain how there are common themes in different books, using evidence from reading.
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