Progression of Skills Reading

Year Group/Skill	Decoding	Comprehension/Retrieval	Inference	Language for effect	Other
Nursery	Develop their phonological awareness, so they can: -spot and suggest rhymes. -count and clap the syllables in a word. -recognise words with the same initial sound such as money and mother. ○	-Enjoy listening to longer stories and remember much of what happens. -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?		-Engage in extended conversations about stories, learning new vocabulary.
Reception	-Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	-Anticipate (where appropriate) key events in stories.	-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
Year 1	-Read common exception words. (Year 1 Spellings) -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (–s, –es, –ing, –ed, –er and –est endings) including words with more than one syllable. -Read aloud, accurately and independently books that are consistent with their developing phonic knowledge.	-Check the text makes sense as they read and self-correct mistakes. -Explain clearly their understanding of what is read to them. -Discuss word meanings and link new meanings to words already known.	-Make inferences from the text based on what is said and done in the book. -Predict what might happen from what has been read so far. -Link their own experiences to their reading and use these to help understand the text.		-Understand the particular characteristics of fairy tales and traditional stories. -Discuss the significance of the title and events. -Retell well known stories such as fairy tales and traditional stories. -Learn to appreciate poetry/rhymes and recite some by heart. -Participate in discussions about both books that are read to them and those they

	-Read words with contractions [for example: I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.				can read for themselves, take turns and listen to what others say.
Year 2	-Read common exception words. (Year 2 Spellings). -Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables. -Read most words quickly and fluently without overt sounding/blending. -Read and recognise alternate sounds for different graphemes. -Read words with common suffixes (ed, ing).	-Check the text makes sense as they read and self-correct mistakes. -Explain clearly their understanding of what is read to them. -Ask and answer questions about books. -Discuss the sequence of events in a book and how events are related. -Discuss word meanings and link new meanings to words already known.	-Make inferences from the text based on what is said and done in the book. -Predict what might happen from what has been read so far. -Link their own experiences to their reading and use these to help understand the text.	-Discuss favourite words and phrases and explain why they like them. -Recognise recurring language in poems/stories.	-Read non-fiction books organised in different ways. -Retell well known stories including fairy tales and traditional stories. -Learn to appreciate poetry/rhymes and recite some by heart. -Participate in discussions about both books that are read to them and those they can read for themselves, take turns and listen to what others say.
Year 3	-Read further exception words, noting the unusual correspondences between spelling and sound. -Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. -Apply knowledge of root words, prefixes and suffixes	-Identify the main point of a text. -Use non-fiction texts to retrieve information. -Ask relevant questions to get a better understanding of a text -Explain how non-fiction books are structured in different ways and can use them effectively.	-Predict what might happen based on details I have read. -Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.	-Discuss words and phrases that interest me. -Explain how structure and presentation contribute to the meaning of texts.	-Identify different themes and conventions in a wide range of books I read. -Discuss the texts that I read. -Recognise different types of poetry. -Prepare poems to read aloud and to perform, showing understanding through

	to read aloud and to understand the meaning of unfamiliar words.	-Check what I am reading makes sense by talking about it.			intonation, tone, volume and action. -Read aloud and independently, taking turns and listening to others.
Year 4	-Read further exception words, noting the unusual correspondences between spelling and sound. -Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. -Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	-Tell what the main theme in a book is from reading a number of paragraphs. -Discuss and record words and phrases that writers use to engage and impact on the reader. -Identify some of the literary conventions in different texts. -Ask relevant questions to improve my understanding of a text. -Retrieve information from non-fiction texts. -Check what I am reading makes sense by talking about it	-Predict what might happen from details stated and from the information I have deduced. -Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story.	-Explain the meaning of words in context. -Identify where a writer has used precise word choices for effect to impact on the reader. -Identify some text type organisational features, for example, narrative, explanation and persuasion.	-Identify the (simple) themes in texts/books/across books that I have read. -Know which books to select for specific purposes, especially in relation to science, geography and history learning. -Talk about different types of stories I have read. -Recognise different types of poetry. -Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. -Take turns when discussing books I have read, or had read to me and listen to what others have to say.
Year 5	-Read further exception words, noting the unusual correspondences between spelling and sound. -Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. -Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.	-Distinguish between statements of fact and opinion -Summarise the main ideas from a text. -Retrieve, record and present information from non-fiction -Ask questions about what I have read to further improve my understanding -Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence	-Predict what may happen in a story from details given and suggested in the text. -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. -Justify inferences with evidence from the text.	-Identify and comment on writer's use of language for effect on the reader. For example, precisely chosen adjectives, similes and personification.	-Identify the features of a given genre -Compare language/style/themes, etc in books by the same author -Participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own

	-Re-read and read ahead to check for meaning.	starters, empty words – to impact on the reader. -Use strategies to find out the meanings of words in context. -Use strategies to find out the meaning of idiomatic and figurative language.			-Recommend books I have read to my friends -Recite poems by heart, e.g. narrative verse, haiku -Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Year 6	-Read common exception words. (Year 5 or Year 6 spellings) -Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. -Read age-appropriate books with confidence and fluency (including whole novels).	-Distinguish between statements of fact and opinion. -Summarise the main ideas, identify key details and use quotations for illustrations drawn from more than one paragraph, identifying key details that support the main ideas (précising longer passages). -Retrieve, record and present factual information. -Ask questions to improve their understanding. -Check that the book makes sense to them and exploring the meaning of words in context -Work out the meaning of words from the context.	-Predict what might happen from details stated and implied -Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -Explain and discuss their understanding of what they have read, drawing inferences and justify these with evidence.	-Discuss and evaluate how authors use language, including figurative language, consider the impact on the reader and how it contributes to meaning.	-Identify and discuss themes and conventions in and across a wide range of writing (features of a particular genre). -Make comparisons within and across books (e.g. comparing characters or books by the same author). -Participate in discussions about books, explain their understanding of what they have read and provide reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.) -Recommend books that they have read to their peers, give reasons for their choices. -Learn poetry / play scripts by heart to perform, show understanding through intonation, tone, volume and action so that the meaning is clear to an audience. -Read aloud with intonation that shows understanding