Reading Skills Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding/ word reading	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 simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Blend phonemes to decode familiar and unfamiliar words. Recognise grapheme-phoneme correspondences for 10 or more phonemes Read common exception words, noticing some unusual correspondences between spelling and sound Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings Recognise a range of common high frequency words automatically	Blend phonemes to decode familiar and, on occasion, unfamiliar words, continuing to apply their growing phonic knowledge Automatically recognise grapheme-phoneme correspondences for many phonemes taught so far, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words Read age-appropriate high frequency words without overt sounding and blending	Decode quickly, recognising new vocabulary, whilst beginning to focus more on the understanding of the text. Apply, with some independence, their growing knowledge of root words, prefixes and suffixes to facilitate reading aloud and to understand new vocabulary Read high frequency words, without sounding and blending. Display effective and automatic recognition of most age-appropriate high frequency words	Begin, with support, to use the context of a sentence to assist reading any unfamiliar words apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words they meet Recognise and apply their knowledge of exception words to age-appropriate reading Read high frequency words within a text, beginning to self-correct Continue to develop knowledge of, and recognise, a growing range of compound words, beginning to relate these to spelling strategies	Work out how to pronounce unfamiliar written words with increasing competence and accuracy Read homophones and other words from the statutory guidance that are often confused to assist understanding of a text	Accurately decode all new words, in age-appropriate reading. Read an extended range of homophones, including non-statutory words, to assist understanding of a text
Fluency	Blend sounds into words, so	Re-read familiar phonetically	Read aloud books closely matched to	Listen to a wide range of fiction,	Listen to a wide range of fiction, poetry, plays,	Read books that are structured in	Read fluently and accurately for

	that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Learn rhymes, poems and songs.	decodable books to build up their fluency, confidence, understanding and enjoyment Begin to recognise themselves when what they have read is inaccurate or does not make sense Identify events from the beginning, middle or end of stories.	their improving phonic knowledge, sounding out automatically and reading with fluency Identify and self-correct inaccurate reading without losing the 'flow' of what is being read	poetry, plays, non-fictions and reference books. Prepare and perform poetry using intonations to engage listener. Identify the purpose of different parts in non-fiction texts. Identify some different forms of poetry Explain some basic features of language used (e.g. adjectives, paired adjectives and adverbs)	non-fictions and reference books. Prepare and perform poetry using intonation, volume and action to engage listener. Comment on basic features of language structure and presentation. Beginning to explain how they contribute to meaning	different ways and reading for a range of purposes. To show an awareness of audience when reading out loud using intonation, tone, volume and action.	pleasure and to extend knowledge Show understanding through intonation, tone and volume, making the meaning clear to an audience. To read an increasingly wide range of fiction, non-fictions, poetry.
Vocabulary and word meanings	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listen to stories and hold short, structured conversations with adults/peers to develop vocabulary Notice and begin to comment on features of language	Note effective language choices and show skill in discussing their favourite words and phrases Use age-appropriate dictionaries or thesauri to find the meaning of new	Identify vocabulary that captures the readers interest. Suggest synonyms and antonyms for given words in the text.	Discuss vocabulary used to capture readers' interest and imagination. Regularly use reference books to extend, amend or uplevel vocabulary, including the use of a glossary	To discuss vocabulary used by the author to create effect including figurative language Efficiently use dictionaries and thesauri to learn	Identify language features (e.g. similes, alliteration, onomatopoeia, oxymoron) Explain how words are used to define shades of meaning especially in different contexts

| | | Comment on obvious features of language

Identify the meaning of new words or phrases, with adult support | words, with some adult/peer support | Discuss authors choice of words for effect | Demonstrate some independence when using a dictionary or thesaurus to learn the meanings of new words Briefly comment, when prompted, on writer's choice of words (e.g. he uses lots of adjectives to describe the cave) | the meanings of new words and to develop understanding of shades of meaning | |
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| **Responding to and discussing** | Listen to and talk about stories to build familiarity and understanding.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen carefully to rhymes and songs, paying attention to how they sound.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Recall simple points from familiar texts and identify key words

Ask questions or comment on parts of text

Answer simple questions on what they have read, giving literal answers from the text | Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others

Explain and discuss their understanding of what they have read, with growing confidence

Listen to, discuss and express views about books read aloud to them | With some support, identify themes, messages or morals in texts (e.g. triumph of good over evil).

Begin to generate own questions for a partner before or after reading a text.
Answer literal questions, with increasing confidence, by reading a text closely to find specific information. | ask questions to improve their understanding of a text

identify main ideas drawn from more than one paragraph and summarise these.

Begin to scan the text for key words that will help them answer literal question | Use skimming and scanning as a strategy to help them find answers to literal questions using quotations or direct references

Discuss books, building on their own and others' ideas, challenging views courteously Summarise the main ideas from more than one paragraph and, with some support, identify some key details | Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas.

To recognise more complex themes in what they read |

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Inference and prediction	Engage in story times. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Make basic inferences Predict what might happen next, based on what they have read before Discuss the sequence of events in books they are familiar with Answer simple inference questions using words/phrases, such as 'I think..because…'	Make simple/plausible attempts to explain meanings in the text based on characters' speech or actions Predict what might happen next, using evidence from the text	Make some inferences about a character's feelings, thoughts and motives based on the language used in the text. Predict what might happen next, from details both stated and implied	Make inferences about a character's feelings, thoughts and motives and justify inferences, using evidence from more than one point in the text. Begin to give reasons for their predictions when prompted	Make inference about a character's feelings, thoughts and motives and justify, using evidence from different points in the text Predict what might happen from details, both stated and implied, and give reasons for predictions	Comment, increasingly making inferences or deductions based on evidence from different points in a text, becoming more securely rooted To discuss how characters change and develop through texts by drawing inferences based on indirect clues