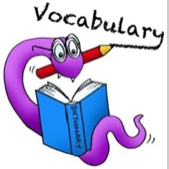




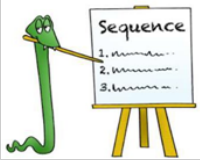


# Reading Progression of knowledge and skills



	EYFS Roots	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding and phonics</b>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that short words made up of letter sound correspondences can be read</li> <li>• Read some letter groups that each represent one sound and say sounds for them</li> <li>• Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words</li> <li>• Recognise and read EYFS tricky words</li> </ul>	<ul style="list-style-type: none"> <li>• Read phonetically decodable texts confidently by blending the sounds and GPCs that have been taught so far (40+ phonemes by the end of Y1)</li> <li>• Develop automaticity for a growing number of words including common suffixes, multisyllabic words and contractions</li> <li>• Begin to read with appropriate expression</li> <li>• Demonstrate expression when reading aloud, particularly when characters are speaking</li> <li>• <b>Read accurately by blending including alternative sounds for graphemes and multisyllabic words containing these graphemes</b></li> <li>• <b>Read common suffixes and exception words noting unusual correspondences</b></li> <li>• <b>Fluency – read at 90 words per minute accurately without overt sounding out or blending</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>• Apply their growing knowledge of root words prefixes and suffixes including: in-,im-,il-,ir-,dis-,mis-, un-,re-,sub-, inter-,super-, anti-, auto to read aloud and understand the meaning of new words that they meet.</li> <li>• To begin to read year 3/4 common exception words, noting the correspondences between spelling and sound and where these occur within the word.</li> <li>• <b>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</b></li> <li>• <b>Apply their knowledge of root words prefixes, suffixes including: ‘in-’, ‘il-’, ‘im-’ ‘ir-’ ‘anti-’ ‘inter-’ing’, ‘-en’, ‘-er’, ‘ed’ ‘-ation’ ‘-ous’ and endings that sound like ‘-sion’</b></li> <li>• <b>To read aloud and to understand the meanings of new words that they meet.</b></li> <li>• <b>To read aloud the year 3/4 common exception words fluently noting the correspondences between spelling and sound and where these occur within the word.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To read most words fluently and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• 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.</li> <li>• To begin to read the year 5/6 common exception words noting the correspondences between spelling and sound and where these occur within the word.</li> <li>• <b>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes and word endings including: words ending ‘tial’ and ‘cial’ ‘-ant’, ‘-ance’/‘-ancy’, ‘- ent’,‘-ence’/‘-ency’ and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</b></li> </ul>			

<p><b>Vocabulary</b></p> 	<ul style="list-style-type: none"> <li>Use talking about books to clarify their thinking, ideas and feelings making links with their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Discuss new word meanings making links to known words</li> <li>Begin to find meaning of new words using context within a sentence</li> <li>Use pictures to help support skills</li> </ul>	<ul style="list-style-type: none"> <li>Begin to find the meaning of new words using substitution within a sentence.</li> <li>Use growing vocabulary to suggest synonyms.</li> </ul>	<ul style="list-style-type: none"> <li>Draw on understanding of morphology and etymology to support understanding</li> <li>'Read around a word' exploring its meaning in the broader context of a section or paragraph</li> </ul>
<p><b>Inference</b></p> 	<ul style="list-style-type: none"> <li>Infer meaning related to characters' feelings using pictures</li> <li>Make links verbally between characters' emotions and own experience</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences about characters' feelings using what they say and do to infer basic points with direct reference to pictures and words in a text</li> <li>Begin, with support, to identify more subtle references</li> </ul>	<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their stated actions.</li> <li>Begin to understand the author's use of setting to influence the mood of a text.</li> <li>Consolidate the skill of justifying their opinion using a specific reference point in the text</li> </ul>	<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point being made</li> <li>Begin to draw evidence from more than one place across a text</li> </ul>
<p><b>Prediction</b></p> 	<ul style="list-style-type: none"> <li>Make suggestions about what might happen next or how a story might end based on events so far</li> <li>Innovate stories through role-play and small world play.</li> </ul>	<ul style="list-style-type: none"> <li>Make simple predictions based on a text and personal life experience</li> <li>Begin to explain these verbally or through pictures</li> <li>Make predictions using own knowledge as well as text so far to make logical predictions</li> <li>Explain thinking behind predictions made</li> </ul>	<ul style="list-style-type: none"> <li>Use details from the text and prior knowledge to form further predictions</li> <li>Begin to monitor predictions as the text develops.</li> </ul>	<ul style="list-style-type: none"> <li>Predictions supported by relevant evidence from the text</li> <li>Predictions are confirmed or modified as progress is made through a text</li> </ul>
<p><b>Explain</b></p> 	<ul style="list-style-type: none"> <li>Describe preferences for books and stories saying whether or not they are liked, beginning to explain why</li> <li>Begin to explain who a favourite character is and why</li> </ul>	<ul style="list-style-type: none"> <li>Explain reasons for story and character preferences</li> <li>Make suggestions as to how to improve a text</li> <li>Begin to make links between personal experiences, other stories and characters</li> </ul>	<ul style="list-style-type: none"> <li>Explain why a certain point in a text is more interesting, making links to prior reading.</li> <li>Explain how a writer's use of language affects the reader's understanding of character, mood and setting.</li> <li>Recognise structure and purpose and explain why a text is arranged in a particular way.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how content is related and contributes to meaning as a whole</li> <li>Describe how author's use of language affects the reader's understanding of character, setting and mood</li> <li>Describe and justify author's choice of vocabulary and how it enhances meaning</li> <li>Explain how themes and patterns develop across a text</li> <li>Explain how information links and contributes to the overall experience of reading a text</li> </ul>

<p><b>Retrieval</b></p> 	<ul style="list-style-type: none"> <li>• Answer simple recall questions about stories without pictures or prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Respond appropriately to questions about what has just happened in a story</li> <li>• Answer simple questions about texts that have been read independently</li> <li>• Begin to learn skill of 'skim and scan' to retrieve details</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from fiction and non-fiction texts.</li> <li>• 'Skimming and scanning' to retrieve details quickly.</li> <li>• Use quotations to support answers</li> <li>• Text marking</li> </ul>	<ul style="list-style-type: none"> <li>• Skim and scan with confidence to locate information quickly and efficiently in a range of different texts</li> <li>• Use quotations to support thinking</li> <li>• Use evidence from across larger sections of text including whole chapters or texts</li> </ul>
<p><b>Sequence/ Summarise</b></p> 	<ul style="list-style-type: none"> <li>• Recall the key events of a text</li> <li>• Order the key events of a text</li> <li>• Use a storyline or narrative in role-play or small world play to sequence events</li> </ul>	<ul style="list-style-type: none"> <li>• Retell and order events in a text</li> <li>• Begin to discuss how events are linked</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between important and less important information in a text</li> <li>• Begin to give a brief (could be verbal) summary of texts they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between information across a whole text including this in written summaries</li> <li>• Link information by analysing and evaluating ideas between sections of texts</li> </ul>