

Reading Skills Progression Document

Area of learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding (See phonics scheme of work)	Apply phonic knowledge to decode words Speedily read all phase 2 and 3 GPCs Reading accurately by blending taught GPCs Read R tricky words (phase 2 and 3) Read aloud phonically decodable texts	Apply phonic knowledge to decode words Speedily read all 40+letters/ groups for 40+ phonemes Reading accurately by blending taught GPCs Read Yr1 1 common exception words Read common suffixes (-s, -es, -ing, -ed) Read polysyllabic words Read contractions and understanding use of apostrophe Read aloud phonically decodable texts	Secure phonic decoding until reading is fluent Read accurately by blending including alternative sounds for graphemes Read polysyllabic words using these graphemes Read common suffixes Read exception words, noting unusual correspondences Read most words quickly and accurately without overt sounding or blending	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of the new words they meet Read further exception words, 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, both to read aloud and understand the meaning of the new words they meet Read further exception words, 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 (morphology / etymology), both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology / etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently Being encouraged to link what they have read or hear read to their own experiences.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently Being encouraged to link what they have read or hear read to their own experiences.	Listening to and discussing a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books Reading books that are structured in different ways and reading for a range of purposes	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books Reading books that are structured in different ways and reading for a range of purposes	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across book	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books Reading books that are structured in different ways and reading for a range of purposes Making comparisons within and across book
Familiarity with Texts	Becoming very familiar with key stories, fairy tales and traditional tales, retelling them Recognising and joining in with predictable phrases Acting out stories and books in a range of ways; through role-play and using small world characters and puppets.	Becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their characteristics Recognising and joining in with predictable phrases Acting out stories and books in a range of ways; through role-play and using small world characters and puppets.	Becoming very familiar with key stories, fairy tales and traditional tales, retelling them Recognising simple, recurring literary language in stories Acting out stories and books in a range of ways; through role-play and using small world characters and puppets.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance	Learning to appreciate rhymes and poems and learning some parts by heart Singing stories	Learning to appreciate rhymes and poems and learning some parts by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear	Preparing poems and play scripts to read aloud and to perform showing intonation, tone, volume and action Recognising some forms of different poetry	Preparing poems and play scripts to read aloud and to perform showing intonation, tone, volume and action Recognising some forms of different poetry	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience	Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience

Comprehension

Year Group (KS1)	Define	Retrieve	Sequence	Infer	Predict
Year 1	Discussing word meanings, linking new meanings to those already known.	To develop their knowledge of retrieval through images. To listen to and understand what is being said. To remember information from non-fiction books. To begin to identify some features of non-fiction books.	To retell familiar stories orally. To sequence the events of a story they are familiar with. To know the beginning, middle and end events. To sequence ideas from a non-fiction book.	Discussing the significance of the title and events making inferences on the basis of what is being said and done. Developing inference through use of pictures.	Predicting what might happen on the basis of what has been read/heard so far. Talking about the front cover of a book.
Year 2	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.	Asking and answering retrieval questions. To know how non-fiction texts can help us. To identify and use some key features of non-fiction texts,	To discuss the sequence of events in books and how items of information are related. To begin to compare and see similarities and differences between parts in a text.	Making inferences on the basis of what is being said and done. Answering and asking questions.	Predicting what might happen on the basis of what has been read so far. Beginning to have a reason for their prediction.

Example questions have been created for each domain and saved into Workgroup; Reading, 2020-2021

Year Group (KS2)	Define	Retrieve	Summarise	Infer	Predict	Relate	Evaluate
Year 3	Using dictionaries to check the meaning of words that they have read.	To retrieve and record information from a range of texts. To answer questions by using non-fiction books. To remember information they have read or have listened to. To begin to talk about perspective and genre.	Identifying main ideas drawn from more than one paragraph and summarising these.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To justify predictions using evidence from the text.	Discuss how language, structure, and presentation contribute to meaning.	Progression is also shown through the use of more challenging texts; an inference from a simpler book in KS1, compared to KS2.
Year 4	Building up wordbanks from growing experiences. Using dictionaries as a strategy to understand.	To retrieve and record information from a range of texts. To answer questions by using non-fiction books. To remember information they have read or have listened to. To talk about perspective and genre.	Identifying main ideas drawn from more than one paragraph and summarising and ordering these. Beginning to justify the order with evidence.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Begin to think about the impression and thoughts given to readers.	To justify predictions using evidence from the text. Using ideas from a paragraph to suggest what will happen later.	Discuss how language, structure, and presentation contribute to meaning.	Identify how language contributes to meaning. Discuss reasons the author chose to do this.
Year 5	Draw on vocabulary they have been exposed to in a range of texts. Beginning to use technical vocabulary from the wider curriculum.	Retrieval to aid in explaining, prediction and inference. To distinguish between statement of fact and opinion.	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Predicting what might happen from details stated and implied.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including	Discuss and evaluate how words capture the readers interest and imagination. Recommend books that they have read to their peers, giving reasons for their choices.
							Compare and contrast different characters, reactions, settings, themes, moods within the text. Begin to make comparisons with other texts.

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	Using dictionaries more independently.					through formal presentations and debates.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.	Compare books by the same/ different authors.
Year 6	Draw on vocabulary they have been exposed to in a range of texts/ technical and specialised vocabulary. Knowing that the meaning of some words can change due to context. Using dictionaries independently.	Retrieval to aid in explaining, prediction and inference. Giving reasons, examples and justification. To distinguish between statement of fact and opinion.	Summarising the main ideas drawn from more than one paragraph/ a whole text, identifying key details to support the main ideas.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	Become more skilled at predicting what might happen from details stated and implied.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Discuss and evaluate how words capture the readers interest and imagination. Recommend books that they have read to their peers, giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously.	Compare and contrast different characters, reactions, settings, themes, moods within the text. Begin to make comparisons with other texts. Compare books by the same/ different authors.