

### Skills Progression: ENGLISH Reading

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Speaking and Listening</b>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative</p> <p>conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication.</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative</p> <p>conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s)</p> 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<p><b>Decoding children should:</b></p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p>	<p>apply phonic knowledge to decode words</p> <p>read aloud phonically-decodable texts</p> <p>re-read books to build fluency and confidence</p> <p>read simple sentences and understand the meaning including what a pronoun is (extra)</p> <p>speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>read polysyllabic words containing taught GPCs</p> <p>read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>read accurately by blending taught GPCs</p>	<p>apply phonic decoding until automatic and reading is fluent</p> <p>read common suffixes (-ed,-ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>note punctuation to read with appropriate expression</p> <p>read accurately by blending, including alternative sounds for graphemes</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically</p> <p>read polysyllabic words containing above graphemes</p>	<p>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</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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 that they meet</p>	<p>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 that they meet</p>
<p><b>Fluency</b></p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>develop some fluency and expression, pausing at full stops (extra)</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>read most words quickly &amp; accurately without overt sounding and blending</p> <p>re-read books to build up fluency and confidence in word reading</p> <p>check that the text makes sense to them as they read and correct inaccurate reading</p>				
<p><b>Range of genre</b></p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p> <p>learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>recognise simple recurring literary language in stories and poetry</p> <p>be introduced to non-fiction books that are structured in different ways</p> <p>continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of poetry</p>	<p>increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p> <p>identify themes and conventions in a wide range of books</p> <p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognise some different forms of</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through</p>	<p>increase 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</p> <p>identify and discuss themes and conventions in and across a wide range of writing</p> <p>learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through</p>

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	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs. (C&amp;L)</p>		<p>make the meaning clear</p>		<p>poetry</p>	<p>intonation, tone and volume so that the meaning is clear to an audience</p>	<p>intonation, tone and volume so that the meaning is clear to an audience</p>
<b>Vocabulary</b>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p>	<p>discuss word meanings and link new meanings to words already known</p>	<p>discuss and clarify the meanings of words and link new meanings to known vocabulary</p> <p>discuss their favourite words and phrases</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>	<p>use dictionaries to check the meaning of words that they have read</p>
<b>Inference</b>	<p>Listen to and talk about stories to build familiarity and understanding. (C&amp;L) 2</p>	<p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>be encouraged to link what they read or hear read to their own experiences</p>	<p>discuss the sequence of events in books and how items of information are related</p> <p>draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>make links between a current book and those already read</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify morals and messages in a story</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</p> <p>ask questions to improve their understanding of a text</p> <p>identify morals and messages in a story</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p>	<p>check that the book makes sense to them, discuss their understanding and explore the meaning of words in context</p> <p>ask questions to improve their understanding</p>
<b>Prediction</b>		<p>predict what might happen on the basis of what has been read so far</p> <p>recognise and join in with predictable phrases</p>	<p>predict what might happen on the basis of what has been read so far</p>	<p>predict what might happen from details stated and implied</p>	<p>predict what might happen from details stated and implied</p>	<p>predict what might happen from details stated and implied</p>	<p>predict what might happen from details stated and implied</p>
<b>Explanation</b>		<p>explain clearly their understanding of what is read to them</p>	<p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>
<b>Retrieval</b>	<p>Engage in story times.</p>	<p>participate in discussion about what is read to them by taking turns and listening to what others say</p> <p>answer simple retrieval questions about a text and find evidence to support answers (Extra)</p>	<p>participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves by taking turns and listening to what others say</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>retrieve and record information from non-fiction texts</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</p> <p>retrieve and record information from non-fiction texts</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal</p>	<p>recommend books that they have read to their peers and giving reasons for their choices</p> <p>participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what they have read, including through formal</p>

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						<p>presentations and debates provide reasoned justifications for their views</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>	<p>presentations and debates provide reasoned justifications for their views</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction texts</p>
<b>Sequencing/Summarising</b>		discussing the sequence of events in books and how items of information are related	discussing the sequence of events in books and how items of information are related	check that the text makes sense to them as they read and correct inaccurate reading  Summarise main ideas from more than one paragraph	check that the text makes sense to them as they read and correct inaccurate reading  Summarise main ideas from more than one paragraph	check that the text makes sense to them as they read and correct inaccurate reading  Summarise main ideas from more than one paragraph	check that the text makes sense to them as they read and correct inaccurate reading  Summarise main ideas from more than one paragraph

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