



Reading Progression of Skills					
	Word Reading	Retrieve	Deduce and Infer	Language for Effect	Themes and conventions
EYFS	Use phonetic knowledge to decode regular words and read them aloud Read some common exception words	Demonstrate understanding when talking to others about what they have read	Answer 'How' and 'Why' questions in response to stories (C&L understanding)	Can continue a rhyming string	Listen to stories accurately anticipating key events and respond with comments, questions or actions
1	Use phonetic knowledge to blend sounds together to read words, including phonemes <ul style="list-style-type: none"> • Read words without overt sounding and blending after a few encounters • Read common exception words • Read accurately words containing GPCs that have been taught • Read familiar endings to words (-s, -es, -ing, -ed, -er) • Read words containing the un-prefix • Read words with contractions and understand that apostrophes represents the omitted letter(s) • Begin to spot errors in decoding and attempt to self-correct • Start to be aware of, and use, alternative sounds for graphemes • Use reading experiences to support reading of unfamiliar words using strategies other than phonological decoding 	Answer straight forward questions about a story <ul style="list-style-type: none"> • Identify the main events or key points in a text • Explain clearly their understanding of what is read to them • Participate in discussion about what is read to me, taking turns and listening to what others say 	Recognise why a character is feeling a certain way <ul style="list-style-type: none"> • Express opinions about main events and characters in a story • Make simple predictions about the characters • Link what is read or heard to their own experience, with support 	Discuss what new words mean, linking new meanings to those already known <ul style="list-style-type: none"> • Appreciate rhymes and poems and perform some by heart • Recognise repetition of language in their reading • Recognise obvious story language- 'once upon a time... big bad wolf...' and recognise a range of patterns in texts, including stories, thymes and non-fiction 	Familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics <ul style="list-style-type: none"> • Identify and explain the difference between fiction and non-fiction
2	Read independently using a range of strategies appropriately, including decoding, to establish meaning <ul style="list-style-type: none"> • Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words • Preforming poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and actions 	Use text marking to support retrieval of information or ideas from texts <ul style="list-style-type: none"> • Scan non-fiction pages to find a relevant section of text • Use dictionaries to check the meanings of new words they have read 	Discuss reasons for actions and events based on evidence in the text <ul style="list-style-type: none"> • Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act • Make predictions based on knowledge form/of the text and wide connections • Answer questions and make inferences 	Explain what has happened so far in what they have read	Make links between books they are reading and other books they have read



	<ul style="list-style-type: none"> • Read accurately words with 2 or more syllables • Read words with most common suffixes 				
3	<p>Read independently using a range of strategies appropriately, including decoding, to establish meaning</p> <ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action • Test out different pronunciations of longer words • Apply growing knowledge of root words, prefixes and suffices both to read aloud and to understand the meaning of new words they meet 	<p>Use text marking to support retrieval of information or ideas from texts</p> <ul style="list-style-type: none"> • Scan non-fiction pages to find a relevant section of a texts • Use dictionaries to check the meaning of new words they have read 	<p>Discuss reasons for actions and events based on evidence in the texts</p> <ul style="list-style-type: none"> • Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act • Make plausible predictions based on knowledge from/of the text and wider connections 	<ul style="list-style-type: none"> • Discuss understanding and explain the meanings of words in context • Discuss words and phrases that capture the readers interest and imagination • Identify where language is used to create mood, build tension or paint a picture 	<p>Identify main themes from more than one paragraph and summarise</p> <ul style="list-style-type: none"> • Recognise some different forms of poetry • Identify themes and conventions in a range of books
4	<p>Read Year 4 common exception words, understanding the correspondence between spelling and sound</p> <ul style="list-style-type: none"> • Apply knowledge of root words prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet- at an appropriate level for Year 4 • Read more exception words, noting the unusual correspondence between spelling, sound and where these occur in the word 	<p>Skim and scan to identify key ideas and answer questions from a text (nonfiction and fiction)</p> <ul style="list-style-type: none"> • Retrieve and record information from a variety of texts (fiction and nonfiction) • Locate information quickly and effectively from range of sources by using techniques such as text marking and using the index 	<p>Predict what might happen from details stated and implied</p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences from evidence • Discuss understanding and explain the meaning of words in context 	<p>Identify structures of texts and deliberate choices in author's language</p> <ul style="list-style-type: none"> • Talk about the author's choice of language and structure and its effect on the reader • Discuss how and what the texts affects the reader by making reference to the author's choice of language and/or structure 	<p>Read books that are structures in different ways and reading for a range of purposes</p> <ul style="list-style-type: none"> • Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution
5	<p>Understand the relationship between words to then help me read unknown polysyllabic words</p> <ul style="list-style-type: none"> • Understand the impact of prefixes and suffixes on root words • Read all Year 4 and 5 common exception words 	<ul style="list-style-type: none"> • Ask questions to clarify understanding • Skim and scan non-fiction texts at speed for research • Talk confidently about the purpose of the text and the specific intentions of the author • Use what I knows bout text structure to find information • Identify, collate and discuss the key ideas and information from a range of sources • Compare, contrast and evaluate different books 	<p>Work out the meaning of unknown words from the way that they are used in context</p> <ul style="list-style-type: none"> • Infer messages, moods, feelings and attitudes across a text • Explore texts to support and justify predictions and opinions 	<p>Recognise the use of irony and comment on the writers intention</p> <ul style="list-style-type: none"> • Discuss the difference between literal and figurative language and the effects of imagery • Evaluate the success of a text providing evidence that refers to language, theme and style 	<p>Recognise language that is a feature of a particular genre and how this contributes to meaning</p> <ul style="list-style-type: none"> • Identify the purpose, audience and organization of different fiction/nonfiction • Source fact and opinion in a range of texts



<p>6</p>	<p>Apply growing knowledge of roots words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Checking that the book makes sense, discussing understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> • Summarizing the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas • Ask questions to improve understanding • Retrieve, record and present information from non –fiction • Making comparisons within and across books • Distinguish between statements of facts and opinions • Explain and discuss their understanding of what they have read, including through informal presentations and debates 	<p>Predicting what might happen from details stated and implied</p> <ul style="list-style-type: none"> • Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence • Provide reasoned justifications for views 	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Participate in discussions about books, building on own and others ideas and challenging views courteously</p> <ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning • Identify and discuss themes and conventions in and across a wide range of writing
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