



PROGRESSION OF READING SKILLS

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<p>Word reading</p> <p>Phonics</p> <p>Delivered through Twinkl phonics scheme</p>	<p>Recognise their own name.</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <p>Understand that print has meaning.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllabic words containing these graphemes.</p> <p>Read words containing common suffixes.</p> <p>Read most words quickly & accurately without overt sounding and blending.</p> <p>Delivered through Twinkl phonics scheme.</p>	<p>Read and decode unfamiliar words with increasing speed and accuracy.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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>	

			apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.			
Common Exception Words		Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	Begin to read Y3/4 exception words.	Read all Y3/4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	Repeat words and phrases from familiar stories.	Join in with well-known or repeated phrases in stories which are read to them. Begin to read words and simple sentences. Reread books to build up their confidence in word reading, their	Reread texts to build up fluency and confidence in word reading. Read texts that are consistent with their phonic knowledge, that do not require them to use other strategies to work out words. Read fluently by taking note of punctuation and its effect in a sentence.	Read and re-read books (closely matched to phonics knowledge) aloud, sounding out unfamiliar words accurately, automatically and without hesitation. Reads with volume and expression. Reads words accurately and fluently without overt sounding out and blending. Evidence of attention to an	Children read at a pace similar to spoken language. with varied volume and expression. Reads with prosody; correct rhythm/timing, pitch and stress. Developed by choral reading in whole class reading circles	Developed by choral reading in whole class reading circles and echo/repeated reading in small groups where needed. Reads with mixed volume and expression and correct intonation.

		fluency and their understanding.	Word fluency of multi-syllable words builds, moving to a mixture of word by word to fluent phrase reading.	<p>increasing range of punctuation.</p> <p>Word fluency of multi-syllable words builds, leading to fluency in larger passages.</p> <p>Check the text makes sense and correct inaccurate reading.</p>	and echo/repeated reading in small groups where needed.	
<p>Comprehension is taught through VIPERS</p> <p>Vocabulary</p>	Engage in extended conversations about stories, learning new vocabulary.	Learn new vocabulary discussing word meanings.	<p>Discussing word meanings, linking new meanings to those already known.</p> <p>Draw upon knowledge of vocabulary in order to understand the text.</p> <p>Join in with predictable phrases.</p> <p>Use vocabulary given by the teacher.</p> <p>Discuss his/her favourite words and phrases.</p>	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary.</p> <p>Discuss their favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p> <p>Discuss words that capture the readers' interest or imagination.</p> <p>Identify how language choices help build meaning.</p> <p>Find the meaning of new words using substitution within a sentence.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Use a thesaurus to find synonyms.</p> <p>Discuss why words have been chosen and the effect these have on the reader.</p> <p>Explain how words can capture the interest of the reader.</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these.</p>

						Find the meaning of new words using the context of the sentence.
Infer	Ask questions about the book or a picture.	Infer meaning about characters' feelings using pictures.	<p>Make basic inferences about characters' feelings by using what they say as evidence.</p> <p>Infer basic points with direct reference to the pictures and words in the text.</p> <p>Discuss the significance of the title and events.</p> <p>Demonstrate simple inference from the text based on what is said and done.</p>	<p>Make inferences about characters' feelings using what they say and do.</p> <p>Infer basic points and begin, with support, to pick up on subtler references.</p> <p>Answering and asking questions and modifying answers as the story progresses.</p> <p>Use pictures or words to make inferences.</p>	<p>Infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Justify inferences by referencing a specific point in the text.</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Make inferences about actions or events.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>Infer characters' feelings, thoughts and motives from their stated actions.</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p> <p>Use more than one piece of evidence to justify their answer.</p>
Predict		Make suggestions about what might happen next or how a story might end based on events so far.	Predicting what might happen based on what has been read so far in terms of character and plot.	Predicting what might happen based on what has been read in terms of plot, character and language so far.	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge to make</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as</p>

			<p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain their predictions verbally or through pictures.</p>	<p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>predictions and justify them.</p> <p>Use details from the text to form further predictions.</p>	<p>details from the text to form predictions and to justify them.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>
Explain	<p>Understand and answer 'why' questions.</p>	<p>Answer simple questions about stories.</p>	<p>Give an opinion including likes and dislikes (not nc objective).</p> <p>Link what they read or hear to their own experiences.</p> <p>Clearly explain understanding of what has been read.</p> <p>Express views about events or characters.</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>Express their own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.</p> <p>Recognise authorial choices and the purpose of these.</p>	<p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Recognise authorial choices and the purpose of these.</p>
Retrieve	<p>Listen to longer stories and remember much of what happens.</p>	<p>Describe the main story settings, events and principal characters.</p>	<p>Answer a question about what has just happened in a story.</p> <p>Develop their knowledge of retrieval through images.</p>	<p>Independently read and answer simple questions about what they have just read.</p> <p>Asking and answering retrieval questions.</p>	<p>Use contents page and subheadings to locate information. Learn the skill of 'skim and scan to retrieve details.</p>	<p>Confidently skim and scan texts to record detail. Using relevant quotes to support their answers to questions.</p>

		<p>Know that information can be retrieved from books and computers.</p>	<p>Recognize characters, events, titles and information. Recognize differences between fiction and non-fiction texts.</p> <p>Retrieve information by finding a few key words.</p>	<p>Draw on previously taught knowledge.</p> <p>Remember significant events and key information about the text that they have read.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</p>	<p>Retrieve and record information from a fiction text. Retrieve information from a non-fiction text.</p>	<p>Retrieve and record information from a fiction or non-fiction text.</p>
<p>Sequence or Summarise</p>	<p>Understand page sequencing.</p> <p>Understand we read English text from left to right and from top to bottom.</p> <p>Understand the names of the different parts of a book.</p>	<p>Recall and order key events from the text.</p> <p>Use a story lime or narrative in their role play and small world.</p> <p>Retell the story.</p>	<p>Retell familiar stories orally e.g fairy stories and traditional tales.</p> <p>Sequence the events of a story they are familiar with.</p> <p>Begin to discuss how events are linked</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>Begin to distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story.</p> <p>Identify themes from a wide range of books.</p>	<p>Use skills developed in Year 3 in order to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Identify themes from a wide range of books.</p> <p>Summarise whole paragraphs, chapters or texts.</p>

					Make simple notes from one source of writing.	Highlight key information and record it in bullet points, diagrams, maps etc.
Poetry	<p>Learn short rhymes. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word 	Learn and recite short poems and rhymes.	<p>Listen to and discuss a wide range of poems.</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, to include classic and contemporary, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Recognise simple literary reoccurring language in poetry.</p> <p>Build up a repertoire of poems learnt by heart appreciating these and reciting some with appropriate intonation to make meaning clear.</p>	<p>Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>	
Non-fiction			<p>Listen to and discuss a wide range of non-fiction.</p> <p>Discuss the significance of title and events.</p>	Being introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction books.	

Authorial intent	Understand print can have different purposes.			Become increasingly familiar with traditional tales and fairytales.	Discussing words and phrases that capture the readers' interest and imagination. Identifying how language, structure, and presentation contribute to meaning.
Discussing reading	Enjoy listening to longer stories and can remember much of what happens.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction books.	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.